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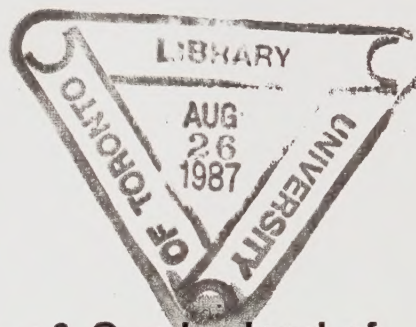
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**STANDING COMMITTEE ON GENERAL GOVERNMENT
BILL 75, AN ACT TO AMEND THE EDUCATION ACT
TUESDAY, APRIL 1, 1986
Afternoon Sitting**



CHAIRMAN: McCague, G.R. (Dufferin-Simcoe PC)
VICE-CHAIRMAN: Dean, G.H. (Wentworth PC)
Guindon, L.B. (Cornwall PC)
Hennessy, M. (Fort William PC)
Poirier, J. (Prescott-Russell L)
Davis, W.
Allen, R. (Hamilton West NDP)
Knight, D.S. (Halton-Burlington L)
Smith, D.W.
Grande, T.



Clerk: Deller, D.

Staff: Steele, L., Researcher

Witnesses:

**Concerned Parents of Gloucester & Cumberland of
the Carleton Separate School Board in Gloucester
& Cumberland:**

O'Brien, F.
Brasset, M.

**Stormont, Dundas & Glengarry County Roman
Catholic Separate School Board:**

Métivier, G., *Director of Education and Secretary*
Landry, P., Chairman
Tremblay, S., Chairman, Extension Committee

For herself:
Mrs. Angela Davis

The Ontario Secondary School Teachers' Federation:

Albert, R., President
Buchanan, M., Past-President, Ontario Secondary School
Teachers' Federation
Houle, F., Chairperson, Comité de langue française
Leblanc, R., Secretariat member, French language committee

**Basil MacDonald, Trustee,
Carleton Roman Catholic School Board:**
MacDonald, B., Trustee

**L'Association française des conseils scolaires de
l'Ontario:**

Séguin, J., Présidente de la région 1
Gervais, C., Vice-présidente, secteur séparé
Bastarache, M., Constitutionnaliste qui est l'aviseur
juridique

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Tuesday, April 1, 1986

The committee commenced at 2:00 p.m. in Confederation Room
III at the Westin Hotel in Ottawa.

Bill 75, An Act to Amend the Education Act
(Continued)

Mr. Chairman: It is now 2:00 o'clock. We will commence our hearings on Bill 75, an Act to Amend the Education Act.

The first presentation this afternoon is from the Parent Teacher's Association of English-Speaking Schools of the Carleton Separate School Board in Gloucester and Cumberland.

And Frank O'Brien and Maureen Brasset, and maybe others, if you would take those seats, please.

I presume that the translation will be on channel two.

Mr. O'Brien, would you please proceed?

CONCERNED PARENTS OF GLOUCESTER & CUMBERLAND
OF THE C.R.C.S.B.

Mr. O'Brien: Thank you, Mr. Chairman.

Mr. Chairman, I would like to introduce Mrs. Maureen Brasset and myself, and thank you at the beginning of giving us this opportunity to make our presentation. We will both be making the presentation, first of all Mrs. Brasset, and then I will take it up somewhere around the middle.

Ms Brasset: Good afternoon.

As concerned parents who are actively involved in educational issues through our respective parent teacher associations we applaud the Ministry of Education for proposing Bill 75 which provides for minority language governance of education.

As citizens of our bilingual country we must ensure that the rights of Anglophones and Francophones to

govern the education of their children are protected by legislation.

The Government of Ontario is demonstrating its willingness to provide for a genuine bilingual and bicultural environment in our province.

We recognize the difficulty in structuring a bill that addresses all of the situations and fulfills all of the needs of individuals and of groups throughout the province. Nevertheless, we contend that a serious situation will develop within the Carleton Roman Catholic School Board should this proposed legislation pass in its present form.

The Carleton Roman Catholic School Board, the C.R.C.S.B., is composed of 16 trustees who are elected from municipalities throughout the Carleton region. Six trustees are elected from Gloucester and two are elected from Cumberland.

As a result of the November, 1985 elections, all of the eight trustees from Gloucester and Cumberland are in a position to exercise their rights to sit on the French Language Education Council in January of 1987. There is strong likelihood that all eight trustees will exercise that option. That means that under the present proposed legislation approximately 6000 students, 40 per cent of the students on the English panel of the C.R.C.S.B., will likely be without regional representation for a 22-month period prior to the November, 1988 elections.

Parents of Cumberland and Gloucester are very much concerned and they feel that the representation they gained as a result of exercising their franchise in November could be taken away.

The contention that the eight remaining trustees from the western region of the C.R.C.S.B. district would provide knowledgeable, effective, concerned representation for the ratepayers from the Cumberland/Gloucester areas is truly unrealistic. However noble and far-reaching their intentions might be, their primary concerns and first loyalties are to the voters who elected them. Indeed, in the next election there will be no accountability on their part to the ratepayers of Cumberland and Gloucester.

Trustees who are residents of Gloucester and Cumberland better understand our needs and they would surely be more receptive to our priorities and concerns because they share them.

Mr. O'Brien: Many areas of Gloucester and Cumberland are experiencing rapid growth. Many of our schools are overcrowded and there is desperate need for new schools. During the 22-month interim period our school board will most

probably build and plan for several new schools.

Conflicts of interest could develop between the eastern and western regions of our board. Rapidly growing areas in the western region of our Board are lobbying for new schools. Surely, it would be more just if these important decisions were made by trustees throughout the board, not just by those trustees elected by the ratepayers in the western region.

It does seem ironic that Bill 75, an Act to Grant Minority Rights, could actually take away for a 22-month period the majority rights of so many ratepayers in Gloucester and Cumberland.

Historically, in Gloucester and Cumberland, the majority anglophone ratepayers have been represented entirely by francophone trustees on our board.

Certainly there has been some discontent expressed as a result of this situation. Bill 75 will rectify this situation and in November of 1988 both English and French speaking ratepayers will attain governance of their schools in Gloucester and Cumberland.

Serious resentment, however, could develop in January, 1987, if all or even most of the trustees we elected for a three-year mandate are seen to be abandoning the English-speaking ratepayers they represent.

We request that this committee recommend to the Ministry that special consideration be given to the Carleton Roman Catholic School Board. Bill 75 must be amended to guarantee elected regional representation for the interim period between January, 1987 and December, 1988.

With respect to the implementation of our expressed need for regional representation, we recognize that another election within Gloucester and Cumberland would be costly and impractical. However, the Chairman of our School Board, Ms Jocelyn Ladouceur, has identified the problem and has prepared a brief which she will be presenting to this committee. In her submission, Mrs. Ladouceur has proposed a method of election that we feel is acceptable and that has our support.

In conclusion, we would like to thank this committee for providing us with this opportunity for addressing our specific concerns. We trust that the members will consider our situation as a majority whose democratic right to elected representation could be withdrawn for 22 months. We request that this committee act on our behalf.

Thank you.

And we have listed, Mr. Chairman, the names of the schools from which parents participated in the development of this brief.

Mr. Chairman: Thank you very much.

I presume you are prepared for questions?

Mr. O'Brien: We will do our best, sir.

Mr. Chairman: Mr. Guindon.

Mr. Guindon: Thank you, Mr. Chairman.

I really appreciate the brief. It is, however, a little bit unclear. If you could give me some explanation or elaborate on Mrs. or Ms Ladouceur's proposal, it would maybe help us a little more.

Ms Brasset: Since Mrs. Ladouceur was going to address you tomorrow, we decided that we really should not go ahead with her presentation, but we certainly will tell you that she had in mind a situation -- an election, like that election that takes place with FLAC, the French Language Advisory Committee, whereby the notice is posted and there is a public meeting and nominations are held and the public is invited to attend and vote for these representatives who would then sit on the English section of the board for that interim period.

Mr. Guindon: I am sure you also know ---

Mr. O'Brien: Just to continue. And my understanding also is that their voting rights then would be limited to these matters that -- over which the English language committee would have exclusive jurisdiction.

Mr. Guindon: I am sure you are aware that the interim measures under Bill 75 in most of the other municipalities affect the francophones approximately the same way it affects your board.

Ms Brasset: We recognize that, but we are very much concerned with our board. We feel that 40 per cent of the English panel is a significant proportion, and the 6000 students that would not be represented. Certainly if other francophone groups felt the same way I would think that they would address you in a similar fashion.

Mr. Guindon: Now, when you say the west, all the way to Cumberland, can you tell us how many miles that is or give us a little bit of a geographic description of the area?

Mr. O'Brien: When we are talking about distance

we usually, I guess, talk timeframe to get there.

Mr. Guindon: Okay.

Mr. O'Brien: Basically, the Carleton Separate School Board covers territory to the east, to the south and to the west of the City of Ottawa, so the City of Ottawa and the City of Vanier, in particular, would be covered by the Ottawa boards, whereas the Carleton Boards cover the other municipalities that are within the Regional Municipality of Ottawa-Carleton.

So from Cumberland, let us say, on the east, to Fitzroy Harbour, on the west, which is just this side of Renfrew County, would be at least, I would say, a 45-minute drive, I guess. And, of course, all of the territory down south and southeast and southwest of Ottawa would also encompass quite a trip, let us say, from -- closer to Ottawa, Bells Corners, which again is in the west. It would take me a good half hour to get there from Cumberland.

I do not know if that gives you a concept of the time or the distance. But also, I guess, very much more important, I think, as well as the distance and the time to get there, there is also the -- as we mentioned in the brief -- the demands upon those trustees from the western section to be accountable to the individuals who elect them and not to a group of individuals who do not elect them and will not be able to re-elect them or otherwise in the next election.

I think at base is a democratic principle that we need to look at and I think that this, really, is at the essence of our presentation.

Mr. Guindon: Thank you, Mr. Chairman.

Mr. Chairman: Mr. Hennessy.

Mr. Hennessy: I would just like to ask, you have nine schools here. How many pupils are you talking about? How many teachers are you talking about?

Ms Brasset: Well, of the nine schools there are three schools there, two in the south -- two elementary schools in the southern part of the eastern region who were not represented because they were not at the meetings we held and we felt that it was not fair to list them. But in talking to them they are definitely in support, and one other high school which will be making a brief later.

But we are talking, as I mentioned in the brief, 6000 students, basically, from Gloucester and Cumberland, English.

Mr. Hennessy: How many teachers are involved?

Mr. O'Brien: That is 40 per cent of the English school population, 40 per cent of the total teacher population.

I understand there are about 900 teachers in the English section of the Roman Catholic School Board, so 40 per cent of that would be, presumably, around 400 -- 300, rather.

Mr. Hennessy: Thank you.

Mr. Chairman: Mr. Poirier.

Mr. Poirier: Thank you, Mr. Chairman.

It is nice to see you here and thank you for bringing forward your concerns.

If I look at this very well your concerns are addressed as per Bill 75 as we know it right now.

Ms Brasset: Yes.

Mr. Poirier: Have you made some studies? Do you have some concerns as to the proposed study for homogeneous school boards in Ottawa-Carleton, how that would affect you? Would you have any opinion on that?

Ms Brasset: We have not at this point, as a group of parents, made a decision with respect to the homogeneous board, or had very much discussion.

We are, as I said, mainly concerned with the interim period section of the Bill, of Bill 75, because it will, in effect, rectify a situation in Gloucester and Cumberland when the Bill in its permanent state comes into effect. It is the interim part we are concerned with.

Mr. Poirier: Right. And you did say that Mrs. Ladouceur, with her proposals tomorrow ---

Ms Brasset: Yes, I did.

Mr. Poirier: --- will take care of those concerns?

Ms Brasset: Mrs. Ladouceur, as a trustee from Gloucester, will be presenting a brief, yes, with concerns.

Mr. Poirier: Good. Thank you very much.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

I am sorry I missed your brief, but you have been raising a question that I have been looking at through a number of other briefs. In a public board it was suggested that the way to rectify the concern you are raising is that the present FLAC committee stays on as the elected trustees and, in fact, there is no change in the board structure.

Now, in the Separate School Board the problem is that you do not have FLAC committees. Do you have a group of people who are responsible for francophone education, be they a committee or be they just a group of concerned parents who meet -- anglophone, I mean.

Mr. O'Brien: No. We have been represented on a broad basis by all the trustees. And as we pointed out in our brief -- as you say you missed it -- as it happens all of the trustees elected from our section of the board happen to be francophone and have the option of going with the French language panel, if you wish to call it that, after Bill -- but once -- no, we do not have -- the only trustees then who will be left to us would be the anglophone trustees who are all from a different section of our board. And so it is the geographic representation that we are concerned about that we will be deprived of.

Mr. Davis: So what you would really require then to go through that period of time, to '88, is some opportunity where the Anglophone could either elect or somehow appoint a number of representatives to cover your concerns?

Ms Brasset: We feel elected representation with a right to vote on these matters is very important.

Mr. Davis: Would you also concur that it would be better to make them an addition to the board rather than to remove people who are already on the board?

Ms Brasset: Oh, absolutely.

Mr. Davis: Thank you.

Ms Brasset: Yes.

Mr. Chairman: Dr. Allen.

Mr. Allen: Thank you, Mr. Chairman.

As we know, there are many unique and varied situations in the governance of education in Ontario and they are getting to be more rather than fewer, and it is always useful to have those groups that have a somewhat different structure or pattern of representation come before us and let us know how a rather general measure like this bill impacts on

them.

Could you help me with the geography? You talked about conflict between east and west. I gather Gloucester and Cumberland are which, east or west?

Mr. O'Brien: East.

Ms Brasset: East.

Mr. Allen: They are the east group.

Ms Brasset: Part of the south, but it is sort of east of -- eastern -- the southern eastern or eastern southern.

Mr. Allen: And is that -- you also referred to emerging decisions with respect to new accommodation, new schools. Is that the portion that is expanding rapidly and in need of new schools, or is it the other portion?

Ms Brasset: The problem being -- one of the problems being that both ends are rapidly expanding, Kanata, Stittsville and then in our end, Cumberland and Gloucester is expanding very rapidly.

Mr. Allen: So you are both under pressure ---

Ms Brasset: Yes.

Mr. Allen: --- to make those important decisions. It is not just that one is and might gang up on the other half, it is just that you have both important decisions to make in that regard and you need to have representation in that respect.

Mr. O'Brien: That is right. And that is why the demands upon those trustees from the west will be particularly difficult at that time, if they do have to choose between the people they represent and ourselves, for example.

Mr. Allen: Yes.

I raised a question in the Toronto hearings as to whether there might be some legal problem in a bill that put an elected trustee to represent all the members of his particular electoral district in a position where he might choose to abandon some of them. And if he did abandon them then what followed legally in terms of his responsibilities. I am waiting; I hope that the Ministry will have an answer for us on that fairly shortly because that obviously is a pretty critical question for a trustee himself, as an individual elected official.

I appreciate your sensitivity in not going into all the details when somebody else is sponsoring this idea, so I

will not press you further on the solution that Madame Ladouceur will be bringing forward.

Could I ask you just to tell us a little bit more about the historical background of this situation? You said historically the Anglophones on the board in that part of the region have been represented by French trustees. How long is "historically"?

Ms Brasset: Well, my understanding is several elections -- I, as a matter of fact, ran for trustee for Cumberland in November and I looked into it at that time and it has been the occurrence for a very long time. It is the tradition, may I say, in Gloucester and Cumberland.

Mr. Allen: Thank you.

Mr. Chairman: Mr. Knight.

Mr. Knight: Thank you, Mr. Chairman.

I am looking forward to the presentation tomorrow so that we can hear what a possible solution to your problem is.

Just so that I might have a sense of the actual problem, you indicate that there is a present board of 16.

Ms Brasset: Yes.

Mr. Knight: Eight of the trustees presently, I guess, qualify under Section 23. The problem is perhaps twofold, and I guess this is what I am trying to find the sense of. On one hand, because of the number of French students that you have, the criteria -- and I stand to be corrected because it is rather complicated -- but there would be six trustees on your FLEC, save and except that if there are people that are presently on the board that qualify under Section 23, all of them can then opt to sit on the FLEC. And so I guess the anomaly we have there is that for that interim period you actually would have more than what your number of students would call for and, in so doing, would take away the possibility of two of them remaining on, representing your Gloucester and Cumberland. And I recognize there is a problem there, too, but I wonder if that is the situation.

And also I wanted to comment on Mr. Davis' suggestion that if you simply add the people required for the FLEC onto the existing board, you would have a problem then in that you would have more of your Francophone trustees on the board, with that situation; indeed, your board would be halved again in size. You would then have 22 on your board, which may create a bit of a problem.

But it is the first part that I wonder if I have a

sense of what is the problem.

Mr. O'Brien: I am not sure I get fully the issues that you are raising, but on the latter one I feel that I can respond to more easily, and that is that our proposal -- or the proposal that will be coming forth tomorrow is that the additional people to be elected, through a public meeting, would address only those issues that are exclusive to the English panel, if you wish, and would not have a vote on the general matters concerning the board which the Francophone trustees from Cumberland/Gloucester would still maintain. So therefore you would not have that duplication, if that is what you are referring to.

The first one -- but I am not sure I understand the first part of your observation. Maybe Maureen does.

Mr. Knight: The observation I was making was that under the criteria for the composition of the FLEC, everybody who qualifies under Section 23 has the right to opt, and in certain situations such as yours that may very well be more people than what would be called for after the full ---

Mr. O'Brien: That is right.

Mr. Knight: --- French-language section was composed after November of 1988.

So we have a bit of an anomaly here where we try to make sure that everybody who qualifies is able to opt, but maybe, in this situation, we are, in so doing, taking away from Gloucester and Cumberland two representatives that they may have. And I wonder if changing that anomaly may satisfy the concern that you have.

Ms Brasset: I think that it is important that we have representation with respect to the proportion of students who are attending the board. Certainly if we could have that proportion, but ---

Mr. Knight: I believe that number is six, Mr. Chairman, but that stands to be clarified.

Mr. Davis: Mr. Chairman.

Mr. Chairman: Mr. Davis.

Mr. Davis: It is a minimum of three, depending on the number of students, and as you go up it goes up to as high as seven.

Mr. Knight: That is correct.

Mr. Chairman, I believe the Carleton Board has

something around 5500, 5600 students, if I am not mistaken, and that is a number of six.

Mr. Davis: Five or six, yes.

Mr. Chairman: Any other questions?

Thank you very much.

We should have had the two presentations right together, had we known how they were going to go, but we may have some more questions after tomorrow. If we do, we will be in touch with you.

Ms Brasset: Thank you.

Mr. O'Brien: Thank you, Mr. Chairman.

Ms Brasset: Thank you very much.

Mr. Chairman: The next presentation is from the Stormont, Dundas and Glengarry Roman Catholic Separate School Board. Mr. Métivier and Mr. Landry.

Please take a seat, along with any others who wish to join you, and please proceed with your presentation.

**STORMONT, DUNDAS AND GLENGARRY COUNTY
ROMAN CATHOLIC SEPARATE SCHOOL BOARD**

Mr. Métivier: Mr. Chairman, if I may introduce, at this time, to my far right, Mr. Pierre Landry, Chairman of the Board; M. Pierre Landry, Président du Conseil; Mrs. Sheila Tremblay, who is an addition to our panel this afternoon, who is President or Chairman of the Extension Committee of our Board; and I am Gilles Métivier.

Mr. Landry: Thank you. Merci.

Le Conseil des écoles séparées catholiques des comtés de Stormont, Dundas et Glengarry, par l'entremise de son président, désire d'abord remercier sincèrement le Comité d'être invité à soumettre les vues du Conseil sur les principes fondamentaux qui régissent le projet de loi 75.

Par la même occasion, nous désirons également témoigner notre reconnaissance à l'Honorable Sean Conway et au gouvernement de l'Ontario d'avoir mis sur pied un processus de consultation en cette matière et d'avoir pris la ferme résolution de permettre aux groupes linguistiques minoritaires l'autodétermination dans cette province.

Ms Tremblay: It is said that the City of Cornwall, which is the largest urban agglomeration in the

United Counties and, to some extent the Counties themselves, are a microcosm of Canada. The east end of Cornwall, as well as the easternmost townships of our jurisdiction, are predominantly French-speaking. Similarly, the west end of Cornwall and the westernmost county of Dundas are predominantly English-speaking. However, at board level, the student population at this time is majority French-speaking at a 53.87 per cent level.

The linguistic duality of the board has been well entrenched at the operations level for many years. The two linguistic groups enjoy respective schools, administrations, supervisory services, counselling services, parents', principals' and teachers' associations, a financial sharing formula and, most recently, respective bargaining units in matters of salaries, benefits and working conditions.

In April 1985, the board adopted a proposal based on the majority sections of Bill 160 towards what we describe as an enlightened evolution to governance of minority language education. Basically, the linguistic panels of the board are represented by a Francophone Affairs Committee and an Anglophone Affairs Committee. Each committee makes decisions in matters considered to be of exclusive jurisdiction, and these decisions are ratified by the board as a whole in conformity with the present Education Act. A Business Affairs Committee is responsible for decisions which are applicable to the total operation of the board and outside the exclusive jurisdiction as stated in Bill 160.

M. Landry: Le Comité gouvernemental doit réaliser sans aucun doute que notre Conseil a su mettre en pratique la majorité des principes énoncés dans le projet de loi 75. C'est à la lumière de ce que nous considérons une vaste expérience dans l'application des principes du projet de loi 75 que nous soumettons à la considération du Comité les recommandations suivantes. Nous espérons que celles-ci seront perçues comme éléments constitutifs sous-jacents du projet de loi et à ses applications.

Premièrement. Tous les domaines visés par la décision du 26 juin 1984 de la Cour d'appel de l'Ontario doivent faire l'objet d'une juridiction exclusive. Les services communs devront être établis par un consensus du Conseil.

Deuxièmement. Les références aux groupes linguistiques minoritaires devront être interprétées dans le projet de loi telles que dans le paragraphe 23 de la Charte canadienne des droits et libertés.

Lorsque la disponibilité d'un programme d'éducation dans la langue de la minorité est rendue difficile par l'isolement d'une région, les contribuables de la minorité linguistique doivent pouvoir bénéficier d'un zonage particulier

pouvant les incorporer au conseil scolaire adjacent offrant tous les services nécessaires à l'éducation de la minorité linguistique. Ce principe s'applique réciproquement aux contribuables anglophones.

Le gouvernement devrait également étudier la mise en place de mécanismes de représentation électorale permettant à ces contribuables d'être représentés équitablement.

Mr. Chairman: Excuse me just a moment. I have not been told yet, but I would venture to say that the translators are having a little difficulty. You are going very quickly. Maybe you could slow down just a little bit, please?

Mr. Landry: Thank you. You should have told me before.

Dans les régions administrées par un conseil francophone homogène, il sera nécessaire d'identifier les contribuables de la minorité linguistique lors du recensement.

Toutefois, dans les régions où le projet de loi 75 sera mis en oeuvre, le processus du recensement devrait exclure l'identification linguistique du contribuable.

Le Conseil croit que les principes exprimés ci-dessus peuvent être appliqués à tous les conseils visés par le projet de loi. Cependant, il est évident que le succès de l'application de cette loi sera directement proportionnel à la diligence des conseils à maintenir la compréhension, la bonne volonté et le respect mutuel.

En dernier lieu, nous percevons le projet de loi 75 comme un projet de loi éclairé. Nous assumons également que la version finale projettera une image fidèle aux préceptes de la Charte des droits et libertés ainsi qu'aux ordonnances légales pertinentes.

Nous réitérons au Comité notre engagement à appuyer la clairvoyance dont le gouvernement fait preuve en cette matière. Nous souhaitons que vos délibérations et les recommandations qui en découleront seront un catalyseur à l'harmonie future au sein de notre système d'éducation. Ultimement, ce sont les étudiants et les étudiantes qui en seront les bénéficiaires.

Merci. Thank you.

Mr. Chairman: Thank you very much.

Questions.

Mr. Knight.

Mr. Knight: Thank you, Mr. Chairman.

Thank you very much for your brief. It is good to see you again, Mr. Métivier. It was on another subject a week or so ago, we were here and you appeared before us.

You were here for the previous brief and heard the problem that they referred to. I noticed with interest that your board, in the reverse way, may very well have the same kind of problem. I wonder if you have considered it or indeed is it to be a problem at all in that I notice that your board -- of your 14 trustees eight of them are francophones, which I believe -- or thereabouts -- it leaves about five or six, I guess, that would be considered people that do not qualify under Section 23. And with the criteria for the ELAC they would all be able to opt to sit on the ELAC committee. Is that going to create a problem within your board as far as a representation for that interim period of time?

Mr. Landry: Are you addressing the question to me or Mr. Métivier?

Mr. Knight: I am not sure just which of the deputants would like to answer that.

Mr. Landry: Gilles, do you want to answer that?

Mr. Métivier: Thank you.

Mr. Knight, I do not believe that we were expressing a problem or a potential problem in that respect. We think that the present configuration of seven and seven trustees out of 14 will probably -- in all probability remain, because we have that close a configuration at a student level. And we have seen in the past few years a slide from the French-language student enrolment towards the English-language student enrolment. So that probably by the time 1988 rolls around our board will in all probability be very close to 50/50.

And traditionally in our counties, for some time now, there has been a contingent of Anglophone and Francophone trustees at board level. So we do not view the same probabilities as perhaps other boards do. The possibility is always there but not probable.

Mr. Knight: But because of the ward system that you probably have, as far as the election is concerned, or in that trustees are elected from various areas of your ---

Mr. Métivier: We are, from right across the three united counties according ---

Mr. Knight: Three counties.

Mr. Métivier: --- to agglomerations of townships.

Mr. Knight: Then you have not heard any concerns being expressed wherein one of the trustees that would elect for the ELAC would be representing an area that has some Francophone constituents ---

Mr. Métivier: Yes, that concern has been expressed.

Mr. Knight: --- that are not represented anymore.

Mr. Métivier: Yes, I believe that concern has been expressed although it is not an expression of the Board at this time.

Perhaps Mrs. Tremblay or M. Landry might be more aware of what is transpiring at community level.

Ms Tremblay: Well, I think that there has to be a closer look at the representation. If you look at the three united counties we could certainly end up with an Anglophone trustee representing an area which is predominantly francophone or vice-versa and I think that will have to be taken into consideration. And probably in most areas the best arrangement would be that there would be two representatives from that area, that is, we have not talked about it to the extent of actually dividing it in our own minds, but this is something that should be considered in order to make sure that representative -- that all the people are represented.

Mr. Knight: I asked the question because, as you heard with the Carleton Board, there are areas there that are expressing some concern. Yours is the reverse in that you will have ELACs, but I wondered if you had that kind of a concern and perhaps had discussed a solution to it.

Thank you.

Ms Tremblay: I think that probably more important than numbers is jurisdiction, is governance, rather than numbers.

Mr. Chairman: Dr. Allen.

Mr. Allen: Thank you very much, Mr. Chairman.

I appreciate the amount of experience that has gone into the way in which your board works and the arrangements that you have devised over time. Obviously some

very practical responses to some very practical problems have yielded a structure that I guess is, if not unique, reasonably unique to your own board area.

Could I ask you whether you have any unhappiness at all with Bill 75, because I did not read -- you gave us some general advice, but you did not tell us whether there was any specific problem anywhere lurking in the Bill that you wanted to warn us about.

Ms Tremblay: I think, if you read at the bottom of the statement on page 2 in English, when we speak about the enumeration process, that to us is a concern because we talk about our linguistic areas, about francophone areas and anglophone areas, but it is not that clear-cut. There are many mixed race -- mixed marriages, families who have French father, English mother. It is the concern, certainly, of some trustees, that if you adopt this as part of the enumeration process, that is if at the door you ask someone to identify themselves as an Anglophone or a Francophone, that this could be a problem for some people. Whereas we have discussed this at length and we feel that you could identify yourself in the voting booth rather than at the door. Just as we do not identify ourselves according to political parties, we could identify ourselves linguistically in the voting booth.

And I think, you know, that is a concern of ours because we feel that some people may be hurt by this.

Mr. Allen: How could you identify yourself in the voting booth when one would have to have, presumably under Bill 75, a count of the resident pupils who presumably were sponsored by taxpayers who had identified themselves in advance. Is there not a problem in that regard? You count your students one way and then you leave it up to the voting parents to identify themselves in a somewhat different way? I am not quite clear on how that would work.

Ms Tremblay: Well, our board is almost 50/50 at the present time, and it is not divided taxwise, that is French taxpayers' money does not go to the French panel, or whatever.

Mr. Allen: No.

Ms Tremblay: It comes from one pot, if you wish.

And we have talked about this and the conclusion that we have come to is that a possible solution is that you could be given one ballot. Say, for example, in the City of Cornwall if you were electing six trustees, three Francophone and three Anglophone, once the voter is in the booth he can decide whether he is going to vote Anglophone or Francophone. He cannot do both, but he can make his own choice.

Mr. Allen: I can see the trustees being a little bit worried about who they were campaigning among, but ---

Ms Tremblay: No, I think that the trustees definitely would have to identify themselves ---

Mr. Allen: Yes.

Ms Tremblay: --- as either Francophone or Anglophone.

Mr. Landry: The essence of the whole thing is that the trustee identify himself, either Francophone or Anglophone. It is like any provincial party, the Conservatives, Liberals, NDP or whatever. You identify yourself. But when the people go and vote they vote secretly for whoever they want to vote for. And we feel that this may be something acceptable for our region or other regions similar to ---

Mr. Allen: That is an interesting option, and it is certainly one that we will have to discuss, because it is a different angle than we have looked at to date on that particular question.

Can I ask you whether there is any substantial movement or demand for a homogeneous French board in your area?

Mr. Landry: There is always a movement to a homogeneous board. We feel that right now the feeling of the board is to try to manage with what we have right now and try to do the best we can, but there is always a movement. There is no doubt about it. I would be lying if I would say that there is no movement.

Mr. Allen: So as far as your board is concerned you are relatively united around the proposal that you are -- around your brief and around the concepts that it contains.

Ms Tremblay: Yes.

Mr. Landry: Yes.

Mr. Allen: Thank you very much.

Mr. Chairman, on a point of order, could I suggest that people speak a little closer to their mikes? I think that the system does not seem to pick you up when you are more than about a foot away from the mike.

Mr. Chairman: Thank you.

Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

Just a couple of quick questions. You have indicated that you have these two units operating, the anglophone and the francophone, and they have specific jurisdictions. Does each one have jurisdictions, for example, in the hiring of teachers?

Ms Tremblay: Yes.

Mr. Davis: Could you tell me how it works? I am interested.

Mr. Métivier: Mr. Davis, basically the structure of the board presently is shaped after the proposal of Bill 160 where each linguistic panel would have total jurisdiction over the hiring of its teachers, superintendants, and so on. The expenditures on both sides, according to a sharing formula that we have devised back in 1982, and which has been honed considerably in 1984, to ensure that the expenditures are consistent with the level of revenue on each side. And any matter pertaining to the classroom situation is definitely dealt with as a matter of exclusive jurisdiction.

Mr. Davis: Do they also have jurisdiction in the selection of supervisory personnel?

Mr. Métivier: Yes, except for the Director of Education ---

Mr. Davis: I was going to come to that one.

Mr. Métivier: --- which is omitted in Bill 75.

Mr. Davis: Yes, I noticed that.

I would like your comments on how your board operates in the selection of their director, and how you think Bill 75 should address that issue, because it is not addressed.

Mr. Métivier: Well, the board has not had to make that choice since the proposals came in Bill 160 and 28, and so on. However, I personally believe -- and that is a personal opinion -- that the Director of Education -- there can only be one Director of Education in a board, and that Director of Education, of course, could have deputies in either panel or both panels, rather. But I believe simple mechanisms such as that could ensure that there be consistency from one panel to the other because, in fact, if we recognize the exclusivity of jurisdiction we still have to recognize that in certain matters there will be common interests, and those common interests have to be brought to the board, you know, through possibly one person, which could be the Director of Education.

We do have a business affairs committee which deals with the, you know, the middle ground matters, and certainly Bill 75 addresses that. We feel that, however, some of the nuts and bolts enunciated in Bill 75 pertaining to the common ground matters certainly do not go as far as we go and we have said on a number of occasions, or I have said on a number of occasions that sometimes what makes a marriage work in a school where you are sharing, you know, two schools under one roof in the case of shift systems, and so on, very often the piece of chalk is the one that -- is the one thing that divides, you know, the teaching staff and so on. So we have gone to the extent of making sure that the common matters are very clear cut.

At times this can provide for problems. When you are talking about buildings, who owns the buildings and so on, and you know, I personally believe that matters can be worked out as long as the people take time to communicate with each other -- and I am talking about the two linguistic groups here -- and making sure that there is always that good communication between the two.

Mr. Davis: Could you do one thing for me -- I have another question -- could you forward to this committee those areas of commonality? I think it would help us as we go through this bill. I noticed that one of the earlier bills was a little bit more specific in the commonality areas and I would certainly appreciate looking at the areas that you defined as common.

Mr. Métivier: We have accepted Section 277 (m) of Bill 160 in its entirety.

Mr. Davis: Okay.

Mr. Métivier: All right? And we have also ---

Mr. Davis: I thought maybe you added a few to it.

Mr. Métivier: No, and we have also accepted the recommendations of Bill 160 as matters of outside jurisdiction or outside ---

Mr. Davis: Okay. That helps me.

Mr. Métivier: Okay?

Mr. Davis: Thank you.

My other question has to do with the identification of the Francophone in the electorate. Would it help if this bill somehow addressed the issue where there is a relationship in which one of the parents is Francophone and the other is

non-Francophone of allowing the non-Francophone person to identify how he would like to be classified as the electorate -- understanding, I think, that there is a principle involved in which the parents should have a vote and a say in the school jurisdiction that their youngster attends. So in that case, if one of the parents was an Anglophone, for example, when the enumeration took place that person would have to decide at that point either they were going to vote as part of the francophone entity, understanding -- not on the Charter or Section 23, but on a basic premise which I think is much more basic, and that is that their child is attending the francophone school. And at that point they make their identity, which I think would alleviate some of the concern.

Ms Tremblay: Well I, for example, have francophone rights because my children are educated in French, but you are saying "have to". That is what bothers me. "Have to". People would "have to". Maybe they do not want to.

Mr. Davis: But I have to indicate whether I am a public school supporter or a separate school supporter.

Ms Tremblay: That is right.

Mr. Davis: I mean, I have no option.

Ms Tremblay: That is right.

Mr. Davis: And I think that in this issue that I somehow believe the Francophone would be under the same kind of responsibility that I am under to make that identification, even though I may say that I prefer not to identify my particular electoral standing. And I am just wondering if it would help if we said that in a mixed relationship, if the non-Francophone had an option to vote for the trustee who would be the Francophone representative. Therefore, what happens is his voting rights is following his youngster into the school system, or her youngster.

Ms Tremblay: It depends on the Charter of Rights whether or not they have that right or not.

Mr. Davis: No, well -- what I am saying is, I am excluding -- I do not know if I can do it, but I am excluding the Charter of Rights. What I am saying is ---

Ms Tremblay: I do not think -- you cannot do that, Mr. Davis.

Mr. Davis: Well, just a minute, now. What I am saying is, though, in a mixed marriage -- as I understand the Bill now, in a mixed relationship the non-Francophone, the Anglophone person cannot vote for the Francophone school trustee. They must vote ---

Ms Tremblay: They can if their children are educated in French.

Mr. Davis: Even if they are ---

Ms Tremblay: They have the right.

Mr. Davis: --- non-Francophone.

Ms Tremblay: That is right. They have that right.

Mr. Davis: If their child is educated -- so what that means then, if I can just pursue that a bit further -- and you can help me because I am not aware of that. That if my child is in French immersion ---

Ms Tremblay: No, not French immersion.

Mr. Davis: No.

Ms Tremblay: French. Must be being educated totally in French as a first language.

Mr. Davis: But one of the parents has to be first language, then?

Ms Tremblay: Yes. But the other parent has acquired rights if their children are being educated in French.

A Speaker: Not necessarily.

Ms Tremblay: Yes.

Mr. Davis: Mr. Chairman, I am confused. I really am.

Perhaps the Ministry staff would like to clarify it for me.

Mr. Steele: Yes, as the Bill is written it does not depend upon whether you are a Francophone or an Anglophone, it depends upon whether you have Charter 23 rights or not. And as the witness has stated, an Anglophone parent or parents who have their children enrolled in a French as a first language class would have Charter 23 rights and therefore, those two parents would have the right to vote for the members on the French-language section of the board.

Mr. Davis: So does that mean ---

Mr. Steele: It is not called -- sorry.

Mr. Davis: Does that mean if I send my child to a French first language instructional unit that is in my jurisdiction, that I have the right to vote?

Ms Tremblay: Yes.

Mr. Steele: That is right, yes.

You see, there are three conditions under Section 23 of the Charter ---

Mr. Davis: Do I have to?

Ms Tremblay: No.

Mr. Steele: No. Oh, no. Oh, no.

Mr. Davis: Okay.

Thank you, Mr. Chairman. I have to got to think on it a bit more.

Mr. Chairman: Mr. Guindon.

M. Guindon: Merci, monsieur le président.

Il me fait plaisir de rencontrer encore une fois monsieur Métivier de l'Ecole SDG, ainsi que le président, monsieur Landry et madame Tremblay.

Je vais laisser changer le sujet un peu là, puis je vais me lancer aux écoles secondaires et puis vous demander que'est-ce que vous prévoyez pour l'Ecole La Citadelle dans le comté -- dans SDG? Est-ce que vous croyez qu'ils vont faire un transfert, ou s'ils vont demeurer au Board of Ed?

M. Landry: Ce qui s'est produit c'est qu'on a eu plusieurs rencontres avec le comité -- le conseil d'éducation -- à savoir si, à ce moment-là, on devait mettre le plan en marche le plus tôt possible, pour en arriver, disons, à une espèce d'entente dans laquelle l'Ecole secondaire La Citadelle tomberait sous la juridiction du Conseil des écoles séparées. Après les différentes rencontres qu'on a eues, il semblerait qu'il serait peut-être préférable d'attendre. On avait mis pour date 1987, et qu'on devrait attendre peut-être pour '88 ou peut-être '89. Si monsieur Métivier voudrait peut-être parler un peu plus là-dessus là?

M. Métivier: Evidemment, toute la question, monsieur Guindon, dépend du niveau de financement disponible aux écoles séparées, parce que depuis toujours, lorsque nous avons préparé le plan qui a été soumis à la commission Newnham il y a déjà deux ans, on avait indiqué dans le plan que certainement il nous ferait plaisir d'accueillir les élèves

francophones au secondaire si le financement était garanti. Et c'était -- lors de la préparation du plan, ça avait été bienvenu, certainement, par le Comité consultatif de langue française du Board of Education, que nous prenions cette attitude-là, parce qu'en fait on ne voudrait aucunement nuire au niveau d'éducation qu'on fournit déjà au niveau du conseil public pour les élèves francophones si nous n'avions pas le financement.

Maintenant, c'est entendu que nous avons depuis quelques semaines que la Commission Macdonald se penche sur toute la question et que les recommandations sont là. Et on ne voudrait pas, en ce moment, prendre pour acquis, que tout ça se passera d'ici septembre '87.

Donc, comme l'a dit monsieur Landry, dans le moment, même si nous n'avons pas indiqué officiellement encore -- et c'est à venir sous peu -- nous avons une certaine réticence à accepter le plan tel que nous l'avions présenté premièrement, et il y aura probablement un changement dans ce domaine-là, du plan régional. Mais ça n'a rien à faire avec le niveau de la langue ou quoi que ça soit. C'est strictement au niveau du financement que nous nous inquiétons.

M. Guindon: Merci. Est-ce que vous avez eu des discussions vis-à-vis les curriculums qu'il y aura au niveau du secondaire, ou est-ce qu'on est trop avancé, ou est-ce que vous êtes pas assez avancés dans les discussions?

Où je veux en venir, là, c'est le nombre de cours que les élèves francophones sont obligés de prendre au secondaire. Si, par hasard, le système séparé les obligeait à prendre un cours par année, ou quatre cours pour leurs 30 crédits, soit de la science familiale ou l'éducation familiale, qu'on peut appeler un certain cours de religion?

M. Métivier: Le conseil ne s'est pas prononcé sur cette question encore puisque c'est toujours à l'étude, attendant le financement pour mettre en pratique ce que nous espérons arrivera un peu plus tard. Mais toute la question du nombre de cours de religion obligatoire reste encore à discuter d'une façon plus approfondie. Nous en avons discuté quelque peu, évidemment, et surtout avec ce qui se passe au niveau de la province présentement, mais il reste quand même que le conseil ne s'est pas prononcé.

M. Guindon: Est-ce que ça serait acceptable de demander à monsieur Landry si vous avez une opinion sur le nombre de cours au secondaire pour les élèves francophones? Vous êtes pas obligé de répondre si ---

M. Landry: Non, non. Vous parlez en termes de cours de religion?

M. Guindon: Je parle en terme de cours total. Si

on a des cours obligatoires -- je crois que c'est 16 -- plus les langues ---

M. Landry: Okay. Il avait été entendu -- c'est simplement, disons, ce que je pourrais appeler un document de travail. Comme tous les documents de travail sont appelés des fois -- aller en chômage pour un certain temps. Il avait été entendu que peut-être -- on parlerait de un cours de religion par année. Mais, encore une fois, c'est simplement un document de travail. Ça se peut qu'on parle de deux, et ça se peut que le minimum soit un. Mais quand je vous dis un document de travail, on sait jamais quelle direction ça peut prendre. Ça peut aussi bien prendre le bord du chômage -- au moment où on s'en entend le moins, comme vous savez vous autres aussi. J'ai aucune idée, mais on a discuté, oui.

M. Guindon: Une dernière question, monsieur le Président, pour monsieur Métivier. Est-ce que -- je vais essayer de vous taxer pour une seconde-là -- est-ce que la loi "30" devrait être passée, acceptée avant qu'on poursuive avec la loi "75", ou si vous croyez que si on passe la loi "75" immédiatement, que ça serait acceptable?

M. Métivier: J'espérerais qu'on n'hésite aucunement sur le projet de loi "30" et que suivant le projet de loi "30" -- dans un avenir assez rapproché quand même -- qu'on puisse garantir la juridiction exclusive telle que nous l'avons déjà acceptée chez nous depuis le mois de mai l'an dernier. Et même si de temps à autre il se présente des petits ennuis, je crois que tout est possible avec de la bonne volonté. Et certainement je voudrais voir personnellement -- opinion personnelle -- que le projet de loi "30" soit passé le plus tôt possible.

M. Landry: De la même opinion, aussi.

M. Guindon: Oui. Vous, aussi. Je vous rends compte, monsieur le Président, que dans Stormont, Dundas et Glengarry, la co-opération existe et puis ce que le directeur vient de nous dire est juste et à propos. Merci.

Mr. Chairman: Dr. Allen.

Mr. Allen: I wanted to ask you, Mr. Chairman, whether we will be hearing from the coterminous public board in these hearings.

Mr. Chairman: I believe we will, Dr. Allen.

Mr. Allen: Yes.

If not I was going to ask for some information from this delegation, but since they will be arriving I will not bother with it, then.

Thank you.

Mr. Chairman: Thank you.

I am not sure whether Mr. Métivier answered Mr. Guindon's question or whether he turned it around on him. However, we will have to accept the answer. I had a little trouble with Mr. Guindon's French there. I thought he asked you which one should come first and you said hurry up with 30.

Mr. Métivier: Yes, that is correct, sir. I believe that after many decades we should deal with that one very expeditiously.

Mr. Landry: You understand right.

Mr. Chairman: I thought the question was -- and if it was not I will ask it the other way: do you think that 75 should proceed in the absence of 30?

Mr. Métivier: My own personal opinion is that it need not, because when there is good will at a board level you can adopt certain mechanisms that can ensure, you know, good working relationships between the two linguistic groups.

However, that does not ensure electoral procedures, and so on, and that is the one problem that we have been addressing in our presentation here today.

Mr. Chairman: Any other questions?

Thank you very much. Next time we come, Mr. Métivier, I hope you join us too.

Mr. Métivier: Thank you indeed. Merci bien.

Mr. Chairman: The next presentation is not as advertised, but is by Mrs. Angela Davis, who is a parent and does not have a written presentation, but wishes to make an oral presentation to the committee and I presume is prepared to answer questions.

MRS. ANGELA DAVIS

Mrs. Davis: Thank you.

I am Angela Davis. I have been asked to represent St. Matthew's High School and Lester B. Pearson High School, which are the high schools in the City of Gloucester.

I would like to support, in the event of Bill 75 in January, 1987, the fact that we require a voting representative on the board.

This is a very important time for Catholic high schools and the City of Gloucester and Cumberland are growing rapidly and we need a representative who can speak to our concerns and represent us.

So I support the submission by Maureen Brassett and Frank O'Brien, just previously presented.

Thank you.

Mr. Chairman: Dr. Allen.

Mr. Allen: Having fun with these mikes. I turn them on and the control operation turns them off, and so on. However, that is not a new game.

I just wanted to thank you for coming and showing your own support for your trustees and your board representatives and your school interest. It is one of the important aspects of this whole process, I think, that the individuals who feel strongly about these matters not just simply leave it to those who are elected or have an appointed or a paid position to represent. And so, while I do not -- unless you have something that you wanted to tell us in addition to what the earlier submission gave to us, I do not have a further question. But I wanted to thank you for coming nonetheless.

Mrs. Davis: Thank you. I do.

The list of the people that the schools represented on the submission includes St. Matthew's High School, but I have also been asked to represent -- by both the high school board to represent St. Matthew's and Lester B. Pearson, which have representatives. So I think it adds extra weight to this presentation.

Mr. Allen: I gather you also support the proposal that is coming tomorrow, or do you know enough about it to be able to say yes or no on that?

Mrs. Davis: I support it, yes.

Mr. Allen: You do.

Mrs. Davis: Yes.

Mr. Allen: And you think that most of the Anglophone parents in that area would be quite happy with that arrangement?

Mrs. Davis: I think they would, yes.

I am not -- in the amount of time there has not

been -- every parent has not been polled, but I was asked to represent their concerns, their very serious concerns by the high school body, and so they would support.

They will definitely require voting representation on such serious matters for 22 months, yes.

Mr. Allen: Yes.

Thank you very much.

Mr. Chairman: Mr. Hennessy.

Just before Mr. Hennessy starts, maybe somebody at control central would let us know whether we are supposed to turn on our mikes when we speak or whether we wait for you to do it?

Dr. Allen, that applies to shutting them off as well as turning them on.

Mr. Hennessy.

Mr. Hennessy: I would just like to ask: you are representing St. Matthew's school. Do you have any children attending that school?

Mrs. Davis: Yes, I do. I have two. I have two students attending that school.

Mr. Hennessy: M'hm.

And how large is St. Matthew's school?

Mrs. Davis: We have between 600 and 700 students presently. It is quite a new school and we expect close to 1000 students next year. Our area is growing immensely. We have many portables plus a million-dollar expansion that just occurred this year -- to increase it for the Grade 11s, but it is actually for the Grades 7 and 8 that the enrolment is increasing so greatly.

Mr. Hennessy: Do you feel in the foreseeable future that the school will increase in population?

Mrs. Davis: There is absolutely no doubt. It is just -- well, it is between 600 and 700 this year. It will be 1000 next year and it is not significantly because Grade 11 this year and Grade 12 next year will be added. It is our population is growing tremendously. It is Cumberland and Orleans and it is supposed to be the fastest-growing area in Ontario. We have quite an anomaly in that we are expanding so rapidly population-wise.

Mr. Hennessy: How does the percentage of people in regards to supporting the brief presented to us and the way you feel about it? Is there any division in regards to the parents or are they all for this way of going about things?

Mrs. Davis: I am sorry, I really cannot say whether 100 per cent of people support it because we have not polled the people. I have been asked to make a presentation because of the serious concern.

Now, if in January, 1987 we have no elected representative, I presume there will be problems because our area is fairly affluent and fairly professional people and they are very vociferous. We get treated very well because our parents are concerned. But I do not believe that everyone is very well informed of the issues at this time. So I feel there would be, you know, quite a bit of support.

Why wouldn't -- I mean, democracy is very important to us, you know, that we do not have representation for 22 months. We have no vote on serious concerns. That would mean we have no recourse. We have no place to go. Yes, there will be serious concerns. Yes.

Bill 85 for Exceptional Children. People have great concern with the high school extension, that we get religion in our schools, that we are going to have space to put our students. Our population -- I am sure that when the school board does present tomorrow the trustees who do represent us will say we have very concerned parents.

And I cannot imagine parents saying, well, that would be fine for 22 months that no -- you can go and listen and express your opinion but you cannot vote. I cannot imagine that being satisfactory to anybody.

Mr. Hennessy: Thank you very much.

Mr. Chairman: Are there any other questions?

Thank you very much, Angela.

Mrs. Davis: Thank you very much.

Mr. Chairman: We are ahead of schedule, but I presume that the OSSTF would not mind a little extra time and we will call forward Mr. Buchanan, Mr. Albert, Mr. Houle and Mr. Leblanc, and others if I missed any.

Mr. President, are you the spokesperson?

**THE ONTARIO SECONDARY SCHOOL
TEACHERS' FEDERATION**

Mr. Albert: Yes, I am chairperson.

Thank you very much for the opportunity to begin early. That does not often happen and we appreciate the extra time, the time that you may have found for yourselves.

We do want to thank you for the opportunity to come before the committee today and comment on Bill 75 and offer suggestions on some of the sections which, in our opinion, require special attention.

Let me begin by introducing to you and the members of the committee our delegation. On my immediate left is the Past-President of the Ontario Secondary School Teachers' Federation, Malcolm Buchanan; to his left, Fernand Houle, the Chairperson of our Comité de langue française; and to my right, Roger Leblanc, the Secretariat member who is assigned to the French language committee. I am Rod Albert. I am President of the OSSTF.

Chairperson, we have a membership of 35,000 teachers and among those 35,000 are a number of francophone members who serve education either in French-language schools, classes or units, or in English schools as teachers of French or immersion.

We would like you to know that our organization remains committed to its francophone members and shares with them their interest and desire to strengthen their language and culture through education.

These members are proud to belong to the Ontario Secondary School Teachers' Federation and we want to retain them within our ranks. Therefore, Bill 75 should in no way preclude the possibility for these members of retaining their membership in OSSTF, regardless of the education section in which they may be called upon to serve.

I would ask you and the members of the committee to just briefly turn to page 23 of our brief. On that page -- it is Appendix B -- we have reproduced four important OSSTF policies on bilingualism.

The third one I would highlight for you. It bears on the present subject in that it states categorically that Ontario parents have the right to have their children educated in the Canadian official language of their choice.

And more than that, it goes on to say that educational authorities have a duty to provide suitable facilities to do so at all levels of education.

Having a choice without having the facilities in which to exercise that choice does, in fact, deny you the opportunity to make a choice.

Unfortunately, in the past students in minority situations -- and this applies especially to Francophone students -- were not provided in all areas of the province with the appropriate services.

The fourth policy, which may interest you, was just passed at our annual assembly in March. It may be of interest for you to see, as representatives of the government, that our organization is prepared to call upon the Government of Ontario to declare this province bilingual by stating its intention to adhere to Sections 16 to 20 of the Canadian Charter of Rights and Freedoms.

In addition, Chairperson, OSSTF strongly supports the right of the Francophone minority and, where it applies to the Anglophone minority, to govern its own schools, thereby agreeing in principle with the intent of Bill 75.

It was the White Paper on French Governance that initiated OSSTF's examination of governance of school boards in the province that led to our position of promoting the concept of unified school boards within which all groups could operate with the appropriate linguistic guarantees. The governance of French schools, in our view, could and should operate under such a unified system.

We are pleased to have before you and members of the committee copies of our brief in both official languages and we will be making our presentation in both official languages.

I would now call upon my colleague, Mr. Buchanan, to comment on some of the specific aspects which, in our opinion, need clarification or change.

Malcolm.

Mr. Buchanan: Chairperson, as the President, Rod Albert, has mentioned in his opening remarks, OSSTF is of the opinion that students in minority situations need to have full-time instruction in the language of the minority in order to take advantage of the right to an education in the language of their choice.

We are pleased that the Bill includes in Section 1, subsection (c), the clause, and I quote: ". . . without regard to subsection 23 (3)" of the Canadian Charter of Rights and Freedoms. However, this may or may not ensure that full program in one language will be provided.

Now, our suggested recommendation 4, which can be found on page 5 of the English version of the brief, would strengthen the section.

Our next concern is with the term "French-speaking ratepayer", section 3 subsection (3), clause 260 subsection (d) that is contained within the Education Act and page 2 of Bill 75.

We feel that the clause should be expanded to include immigrants from French-speaking countries or persons who have followed a program of French immersion and who wish to be designated French-speaking ratepayers for purposes of this Bill. The term "French-speaking" requires clarification to remove potential ambiguity in the future.

Subsection 262, page 3 of Bill 75, and 277 (d) subsection 2, page 8 of Bill 75, which established the minority instructional unit and allows for governance is far from being clear. At which point exactly must and can such a minority language section of the school board exist? Only when a system has 300 students? Or if it has 275 or 225 students? Must Francophones, or one of the minority group, content itself with an advisory committee having no powers as is the case now? Or are French Language Advisory Committees formed only when the board purchases services from another board?

We are referring here to situations where numbers are below 300, but significant enough to have a viable unit. Such situations exist now in Ontario, especially in some parts of eastern and northern Ontario. We sought clarification on this point, but the exact meaning of this section escapes us still.

Our recommendations, which are found on pages 7 through 8 of the English version, address this concern.

Turning now to Section 9, subsection 277 (k) (4), page 12 of the Bill 75 proposal, providing for the transfer of jurisdiction from a section to a board or vice-versa, should, in our opinion, be deleted because of the inherent danger that under unwarranted pressures, or for other reasons, trustees could avail themselves of this clause to avoid the responsibilities for which they have been elected.

And page 9 of the English version addresses this concern.

Under allocation of revenues, Section 9, subsection 277(l)(3)(4), which is found on page 13 of the original Bill 75 proposal, we are concerned that small minority language instruction units may not have sufficient funds to make them viable. If funding is allocated strictly as described in the section, these small units could disappear. Provision for

special funding must be made for units with fewer than 400 resident pupils.

Mr. Houle, Chairperson of our French Language Committee, will comment on the remaining sections of the Bill.

Mr. Houle.

M. Houle: Monsieur le Président, je vais m'adresser en français, et si par hasard je parlais un peu trop vite, j'aimerais que vous m'avisiez du fait.

L'article 9, paragraphe 277 (l), section 6, alinéa (a), page 3 de la loi, relatif au services centralisés, nous paraît obscur. Les négociations collectives seront-elles menées avec l'ensemble du conseil scolaire, ou chaque section menera-t-elle ses propres négociations? Les ententes collectives seront-elles ratifiées par l'ensemble du conseil scolaire, ou chaque section ratifiera-t-elle sa propre convention?

La FEESO estime que les enseignants d'une même section et d'un même niveau -- secondaire dans notre cas -- devraient négocier avec l'ensemble du conseil scolaire, et que sa négociation devrait inclure le salaire, les avantages sociaux, les conditions de travail, les clauses d'ancienneté, et autres. Si non, monsieur le président, il se peut qu'il y ait un manque d'uniformité dans les conditions de travail, échelles de salaire, avantages sociaux, clauses d'ancienneté, et autres, ce qui pourrait être la cause de friction inutile.

L'ensemble du conseil devrait également ratifier l'entente. Les négociations dans l'état actuel sont déjà un processus difficile, et si cet article reste confus, le processus de négociation pourrait devenir plus complexe encore. Les recommandations 12 et 13 de notre mémoire suggèrent que l'article soit réécrit afin de clarifier la situation.

Le transport est vital pour les élèves en situations minoritaires. Non seulement pour pouvoir se rendre à l'école, mais également pour leur permettre de participer aux activités para-scolaires qui sont un élément essentiel de tout programme scolaire.

Si l'article 9, paragraphe 277 (l), section 6, alinéa (d), à la page 13 de la loi n'est pas modifié, il est possible que certains conseils scolaires modifient les frontières afin de décourager l'établissement d'un modèle de langue minoritaire ou de rendre difficile toute activité nécessitant le transport.

Nous ne prétendons pas que cela arrivera, mais nous soulevons simplement la possibilité que de telles décisions puissent être prises dans un climat politique défavorable. Nous suggérons donc que le transport reste un

service centralisé, mais que chaque section du conseil scolaire ait un droit de veto. Conformément à l'article 9, paragraph 277 (m), section 2, à la page 14 de la loi, nous suggérons que toute modification des répartitions soit d'abord approuvée par la section minoritaire affectée.

Les pages 15 et 16 de la loi mentionnent la Commission des langues d'enseignement, mais sans préciser son rôle exact quant aux sections minoritaires d'un conseil, sauf dans le cas du calcul des effectifs. Si le gouvernement a l'intention de préserver ou de modifier le rôle de la commission, nous estimons que la loi devrait lui permettre de s'impliquer plus fortement dans les conflits qui pourraient résulter de la mise en vigueur de la loi 75.

L'article 10, paragraphe 1, alinéa (f) de la page 20 de la loi, est ambigu, monsieur le président, et est rédigé de sorte que cette section pourrait être interprétée qu'un électeur francophone des écoles séparées pourrait voter pour des personnes désirant être élues à la section de langue française d'un conseil scolaire public, et qu'un électeur anglophone des écoles séparées pourrait voter pour des personnes désirant être élues à la section de langue anglaise d'un conseil scolaire public. L'intention de la loi est de permettre à un électeur de voter pour une ou l'autre section, mais certainement pas pour les deux. La recommandation numéro 18 de notre mémoire apporte les clarifications nécessaires.

Pour terminer, monsieur le Président, je voudrais attirer votre attention sur l'annexe (c), qui est un extrait du mémoire présenté par le Comité de langue française au Comité de développement social de la Législature au sujet de l'expansion des limites et des conseils scolaires régionaux. Je voudrais maintenant redonner la parole à monsieur Albert, qui va présenter nos conclusions.

Mr. Albert: Thank you, Fern.

Chairperson, members of the committee, we reiterate our commitment to the right of Ontario parents to have their children educated in the Canadian official language of their choice, and to their right to suitable facilities as well as to a full range of programs and services in their own language. This is vital for excellence in education in either of Canada's official languages.

We are in agreement with Bill 75 in principle. However, we believe that the unified public school system is the best vehicle through which such governance should occur.

We hope our presentation will be given careful consideration by your committee and, where appropriate or required, changes may be effected.

Thank you for your time. Best wishes in your deliberations and we are now, Chairperson, prepared to answer questions from you or members of the committee.

Mr. Chairman: Thank you very much.

Mr. Poirier.

M. Poirier: Merci, monsieur le Président.

Je dois vous remercier, messieurs, fortement de votre présentation. Par contre, vous comprendrez que nous avons eu très peu de temps pour passer à travers quelque chose de si volumineux. Vous avez fait beaucoup de travail.

J'apprécie que, en lisant vos conclusions dans la partie française à la page 16, que la FEESO est en faveur du droit de la minorité francophone à gérer ses propres écoles. J'apprécie aussi également vos précisions à ce qui a trait au choix de la langue et ça, je vous en félicite. Je suis pleinement d'accord avec vous que les francophones qui ont le droit, devraient avoir le droit d'étudier d'un bout à l'autre en français. Et la même chose, les anglophones qui veulent le faire dans un programme d'immersion.

J'aurais besoin de votre aide pour me préciser, s'il vous plaît, la distinction que vous faites entre les deux groupes qui sont intéressés à la langue française. C'est-à-dire, pour les franco-ontariens et franco-ontariennes dont le français est la langue première, et les anglophones qui ont trouvé intérêt à apprendre la langue française mais comme langue seconde. Pourriez-vous, s'il vous plaît, me faire la distinction, si vous en faites une?

M. LeBlanc: Bien, disons que la Fédération, à ce moment-ci, a plusieurs membres -- environ 600, 700 membres dans les -- qui siègent au niveau -- qui enseignent au niveau des écoles de langue française -- français langue première. Le Comité de langue française de la FEESO représente ces membres-là. En plus, le Comité de langue française représente les enseignants qui enseignent aux élèves de l'immersion. Maintenant, à ce moment-ci, on remarque que nous avons à peu près 90 pour cent des gens qui enseignent aux élèves d'immersion qui sont des francophones, et c'est la raison qu'on s'intéresse aussi à eux.

C'est un peu l'explication en termes de notre fédération, à la façon qu'elle existe. Nous avons aussi plusieurs francophones qui enseignent le programme de base aux anglophones, qui n'est pas au niveau d'immersion -- à peu près 40 minutes par jour.

M. Poirier: Oui, bien sûr. Je comprends bien votre distinction, mais moi je -- ce qui m'intéresse c'est un

peu un type de parents d'un élève que je voudrais envoyer à l'école française. Evidemment, le besoin du parent et de l'élève qui est francophone comme langue première -- j'ose espérer que vous voyez une distinction entre le besoin de l'élève du parent qui apprend le français comme langue seconde.

M. LeBlanc: Oui, justement. Nous voyons la distinction. Maintenant, si vous regardez ce qui existe présentement dans plusieurs endroits tel qu'à Toronto, tel qu'à Timmins, il y a plusieurs élèves qui sortent de l'immersion en huitième année et vont -- s'ils sont capables, d'après l'Acte d'éducation et le comité qui existe -- s'ils peuvent être acceptés, dans une école de langue française.

Et puis ce que nous autres -- ce que le bref indique tout simplement ceci, c'est qu'un parent qui a passé lui-même en immersion, qui aimerait envoyer son enfant dans une école de langue française, aurait le droit de devenir contribuable. Maintenant, l'enfant peut être accepté seulement d'après l'Acte d'éducation et après avoir passé au travers d'un comité. On reconnaît ça.

M. Poirier: Parce que je regardais justement dans vos recommandations également aussi les conclusions plus précisément: être en faveur du droit à la minorité francophone à gérer ses propres écoles. Si je comprends bien, ça veut dire que la minorité francophone -- vous parlez essentiellement des franco-ontariens et non des personnes qui ont étudié le français comme langue seconde, n'est-ce pas?

M. LeBlanc: En principe, c'est vrai, mais on ne veut pas fermer la porte à certains parents qui parlent français et dont les élèves -- dont les enfants pourraient étudier en français avec les francophones. On ne veut pas fermer la porte à ces gens-là.

M. Poirier: Mais moi, j'aurais parlé ---

M. LeBlanc: On ne parle pas ici de 50 pourcent des parents anglophones, c'est évident.

M. Poirier: Je suis parfaitement d'accord avec vous. On dit la même chose dans le sens du principe que les parents qui ont suivi -- qui ont appris le français en immersion -- je ne pourrais pas être plus d'accord avec vous qu'ils puissent avoir l'occasion de continuer, soit eux ou leurs enfants, dans un système de langue française.

Mais qu'est-ce qui vous empêcherait, par principe pour discuter, que l'OSSTF, la FEESO, appuie la création d'écoles d'immersion française, tout en français, pour ces parents anglophones-là, et leurs enfants qui sont nés, dont la langue maternelle est l'anglais, pour qu'ils puissent apprendre et étudier en français? Qu'est-ce qui vous empêcherait d'appuyer

ces principes-là?

M. LeBlanc: On l'appuie. On l'appuie aussi.

Mr. Albert: If I could, Fern is the principal of one of the Section 11 French-language schools in the province, and I really think the question you are asking us -- I think we have made quite a clear political statement about the rights of Francophones.

Now, the definition in terms of French immersion, our federation is of the view that you are talking about a bilingual program for students when you are talking French immersion; you are talking about bilingual abilities in both official languages, which is quite different.

Now, whether those students have the ability to carry on in a French as a first language setting, the Section 11 schools I think require some refinement at the local level.

Perhaps Fern can add to the knowledge of the members of the committee in terms of who is accepted and under what conditions.

Fern.

M. Houle: Monsieur Poirier, c'est que je ne suis pas trop clair de votre question-là. Maintenant, nous avons, dans nos écoles secondaires de langue française en Ontario -- nous avons accepté des élèves qui ont été -- qui étaient dans un programme d'immersion et dont la maîtrise de la langue leur permettait de fonctionner dans une école française. Il n'y a pas de doute qu'ils sont acceptés s'ils sont capables de fonctionner en français -- et puis il y a plusieurs qui le peuvent. Tout dépend du montant d'heures qu'ils ont eues en immersion.

M. Poirier: Evidemment.

M. Houle: Dans mon secteur -- sous mon conseil scolaire présentement, on pense offrir un cours en art dramatique aux élèves d'immersion dans l'école française. Et les élèves vont être intégrés dans l'école. Donc, nous représentons non seulement les francophones, mais nous représentons les élèves d'immersion aussi bien.

M. Poirier: Oui. Et je reconnais parfaitement et j'applaudis que vous fassiez cette représentation-là. Je ne veux absolument rien soustraire à ça, soyez bien certains. Par contre, est-ce que vous faites une distinction additionnelle en ce qui a trait aussi à la langue, mais l'aspect culturel dans les écoles, pour que l'école française devienne une école franco-ontarienne également? Est-ce que vous la faites, cette distinction-là?

M. Houle: Nous poussons des activités culturelles dans notre milieu francophone, oui. Nous croyons dans notre culture. Nous avons des activités où nous fêtons des activités qui sont -- du passé -- des activités qui commémoreraient les personnalités francophones, par exemple. Les gens d'immersion doivent y participer. On fait pas de distinction. Ils sont intégrés dans notre milieu et participent aux activités dans notre milieu. Et je crois que peut-être c'est là que les élèves d'immersion voient vraiment la culture française.

M. Poirier: Une dernière question, monsieur le Président. Si je comprends bien -- moi, j'espère que vous comprenez que l'essence, l'esprit, la poussée pour la mise sur pied du projet de loi 75, c'était pour répondre aux besoins de la population franco-ontarienne, de gérer ses propres écoles, n'est-ce pas?

M. Houle: M'hm.

M. Poirier: Et je suis le premier avec vous à dire aussi que ces parents anglophones-là qui voudraient voir leurs enfants instruits dans la langue française, on est bien prêt à adresser la situation. Mais premièrement et avant tout, est-ce que vous reconnaissez que le projet de loi 75, c'est pour répondre à un besoin exprimé avant tout et d'abord dans la communauté franco-ontarienne pour gérer ses propres écoles?

M. Houle: Oui. C'est pourquoi que -- une des recommandations qu'on a c'est de clarifier, par exemple, qui est l'électeur francophone? Ça, c'est important, ça.

La Charte des droits de langues, par exemple, qui définit -- le minoritaire, par exemple, au Canada, spécifie bien que c'est -- les citoyens canadiens dont un enfant a reçu ou reçoit son instruction au niveau primaire ou secondaire en français ou en anglais au Canada, ont le droit de faire instruire tous leurs enfants au niveau primaire ou secondaire dans la langue de cette instruction. Là, c'est la définition de la minorité en réalité.

M. LeBlanc: Si je pouvais ajouter, monsieur le Président? C'est que, définitivement notre fédération reconnaît que cette loi-ci -- c'est surtout -- c'est en grande et majeure partie pour répondre aux francophones de l'Ontario. On parle ici d'un -- si le montant de parents, disons, à l'immersion -- on parle peut-être de un pour cent qui seraient intéressés à envoyer leur jeunes à une école de langue française telles que -- nous avons plusieurs immigrants -- des Italiens -- qui envoient leurs enfants à Thériault à Macdonald-Cartier de Sudbury. Nous en avons de toutes les sortes. On parle peut-être de un pourcent ici. Je voulais le mentionner, que c'est un ---

M. Poirier: Mais êtes-vous capables de me dire si

la demande pour l'enseignement de la langue française comme langue seconde chez les anglophones est en croissance?

M. LeBlanc: Elle est en grande croissance. En effet, présentement il y a 20 conseils en Ontario qui, au secondaire seulement, qui ont des cours pour l'immersion au secondaire. En 1992, il y aura 56 conseils d'éducation qui auront de l'immersion. Alors, ça augmente de façon incroyable.

M. Poirier: Je vous remercie. On va prendre beaucoup plus de temps pour passer à travers votre document, qui est excellent. Merci beaucoup.

Thank you, Mr. Chairman.

Mr. Chairman: Dr. Allen.

Mr. Allen: Thank you, Mr. Chairman.

As usual, the OSSTF comes before us well prepared, well armed, well briefed, systematically worked out proposals and clearly stated for us, and I appreciate that.

I also think they have said something else which, I guess, has not really been very clearly said by many of the presentors, if any of them, if I recall correctly, to date on Bill 75, and that is that there is one proper context for this piece of legislation and that is official bilingualism in Ontario. And I want to appreciate the representatives of OSSTF for stating that at the outset. Without that, there are none of the guarantees which necessarily must accompany minority language education and the rights to governance. So I want to underline that.

The point that Mr. Poirier was raising, I think, is one we are going to have wrestle with very, very carefully. The right of both language groups to have access to either one of the official languages as a language of instruction is a very, very ambitious social and educational policy in this country. And at the same time it must, I think, be pursued with a good deal of clarity so that we do not confuse what is first-language and second-language instruction, and we do not confuse the objectives of bilingualism in the nation as a whole with guarantees of rights to belong automatically to another culture. And I think that that is a very, very tricky question and I am sure you will agree. And it does raise problems, I think, for all of us in defining just precisely what it is we are doing in specific ways in our school system. But I just wanted to make that comment.

The other question that continues to intrigue me is the proposal which, of course, OSSTF has made very much front and centre in the whole schools debate and that is the unified school board issue. And I wonder if you would make another

attempt to explain to me how one can secure a unified school board structure in the constitutional setting which we inhabit and where the separate boards have not shown any particular interest in moving in that direction and therefore not being willing, we would find ourselves in grave difficulty as legislators if we, in fact, passed legislation which would, of course, I think, be automatically challenged and struck down in the courts.

But do you have a road to get us there that I have not quite been able to see through the mistiness of my glasses?

Mr. Albert: Yes. Thank you, Chairperson. I appreciate the comments from Dr. Allen. Certainly he has seen us before himself and in other committee settings frequently enough that I will accept his evaluation of our presentation with gratitude.

I think one of the areas that OSSTF believes it has some understanding in involves the Constitution. Again, I will go back to the White Paper in 1982 which motivated OSSTF to set up a work group to examine minority governance rights in this province.

I tell you, as the President of the Ontario Secondary School Teachers' Federation, that if there is a distinctive mission that I believe in, it is based on a country that was founded by two peoples, two languages and two cultures. And I think there is more to be gained in looking at that principle as a guiding light, I suppose, for us than anything else.

The issue of admission is complex. I do understand the point about being both bilingual and bicultural and I certainly want to reiterate my comment from before, that really is a political decision.

We are talking about public education in the Province of Ontario in 1986. I hope we are not talking about segregated entities.

One of the reasons OSSTF, prior to former, former Premier Bill Davis's -- he is the former Premier but we have to go back two Premiers -- announced the White Paper direction and OSSTF looked at the unified school board was because we believe in terms of the costs of education in this province, unified school boards is in fact a concept that needs to be looked at in a great deal of depth. We were pleased that the MacDonald Commission has recommended a process or a direction recognizing the legitimacy of unified school boards, consolidated school boards, recommendation three.

I think it would be presumptuous of OSSTF to lay out a model that will handle the administrative concerns. I

would like to hang the OSSTF hat in regards to unified school boards on a couple of basic principles. Rights are guaranteed. Linguistic rights must be guaranteed. If religious rights must be guaranteed by the Constitution then it is the rights that have to be protected and provided for under a school board administrative structure. I do not think it is the school board that needs to be protected.

The structures that, I think, bring people together, are the kind of structures that as a government our organization would encourage you to look at openly and honestly, away from the ad hoc decisions that appear to be made constantly in the area of education. We make one decision over here and a decision the next day over here and we really are fracturing our educational system.

I would urge, as one of the most urgent areas of consideration by the government, a look at the possibility for school boards in this province. I recognize the right of separate school supporters, Francophones and people wishing to educate their children in the public school system.

We would certainly be happy to bring a model to you. We know it is not impossible. Universities essentially operate on a college affiliation basis. Some of them are religiously oriented, some can be linguistic, and there is absolutely no reason why students cannot ride on the same buses, why subjects and curriculum cannot be looked at in a unified fashion, why evaluation of personnel, staff in teaching cannot be provided for at the supervisory level for all employees of the board.

So again, our position has been not to put forward a model -- not that we are afraid to put forward a model, but we do not want to set up a straw dog. That is not the point. I think I would ask you to think about the philosophy behind a structure that brings people together rather than saying, "Here is one plan that will work A to Z," and let it go at that.

Mr. Buchanan would like to add a comment.

Mr. Buchanan: Just to assist Mr. Allen that I think everybody in this room is concerned with education for all students of all backgrounds. That is our ticket for the future. It is really a resource that has gone untapped in certain areas for so long and we have to correct that, and while we have the opportunity with this committee, and the social development committee, looking at Bill 30, the Extension of Funding to the Roman Catholic Separate High Schools.

But perhaps a little bit of caution, as my colleague, Mr. Albert, has pointed out, that before we rush into the implementation of Bill 30 that we really do look carefully at the whole concept of unified school boards so we will ensure

that every student, whether they be Francophone, Anglophone or New Canadians, will be given the best educational opportunity that resources, albeit limited resources, are available so that we do bring people together.

So I just -- perhaps a suggestion to Mr. Allen as a member of the social development committee, would be a recommendation perhaps that it should stop and it should be considered only after the whole question of a unified school board or the whole governance of education has been dealt with at length so then we can go forward with a sense of purpose other than the fragmentation that my colleague, Mr. Albert, mentioned.

Mr. Allen: Thank you, Mr. Chairman, and thank you, gentlemen.

I think that we will be hearing from the OSSTF before we go into amendments to Bill 30, so we do not need to dwell on that part of the -- but I did appreciate Mr. Albert's approach to the question of laying it on the whole ground of attempting to facilitate joint structures, sharing co-operative mechanisms and what have you, and I do think that is certainly one thing -- what we do have to look to and down that road, I hope, does lie the end of the ad hocery that you have referred to, which has plagued us all, I agree.

Could I just simply say I appreciate the remarks about the collective bargaining dimensions of the Bill and we will certainly want to look at that very carefully.

Thank you.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman. I am wondering if Mr. Allen and Mr. Poirier also are supporting the totality of the conclusions of the OSSTF, and that is the concept of the unified school board, but I would not want to put words in your mouth.

I too have some concerns about the collective bargaining process and I was wondering if one of the gentlemen would like to comment on how they perceive Bill 75 in respect to the collective bargaining.

M. Houle: Comme j'ai mentionné dans ma présentation, que c'est un des facteurs qui semblent un peu ambigus. La recommandation que nous faisons c'est que la négociation se fasse avec le conseil complet, et non pas par section -- par exemple, la section française, avec les membres du conseil scolaire séparément. Donc on aboutirait avec deux contrats, avec des services différents. Donc on recommande que la négociation se fasse ensemble -- les deux sections,

anglais et français -- et qu'on ait un contrat, le même pour tout le monde.

Mr. Davis: Thank you.

Mr. Chairman, perhaps the Ministry officials would like to comment on it, if not right this second perhaps before we leave Ottawa. It seems to me that the OSSTF have raised a very serious concern because, as I understand Bill 75, I understand that there really is the opportunity, because it is not fair for the process of two sets of negotiations to be going on which could mean that one sector, within a given board, could have different working conditions, different salary structures than their counterparts. And I think that needs to be specifically addressed by Ministry officials to understand that.

Could I just pursue one other line of questioning? If I am correct, I understood that you suggested that a French immersion student, if they qualify, should have the right to move into a French as a first language secondary school. Was that right?

Mr. Albert: M'hm.

Mr. Davis: You were not suggesting that in school boards across the province where there is a French immersion program that they should be, under 75, allowed to create French language sections?

Mr. Albert: Yes. Thank you.

Chairperson, if I can just clarify that slightly.

The position, again, of OSSTF is that in terms of French immersion we believe that those programs should be housed in the English-language public schools of the province. They are bilingual programs primarily for anglophone students. The cultural background, if you like, that is so important in the Section 11 schools is one of the missing components.

Again, and I think my colleague, Mr. Leblanc, raised the percentage, in some cases politically through local screening mechanisms it may be appropriate to let some of the French immersion students -- it may be desirable politically, if not educationally -- to let some of the French immersion students enjoy the enriched linguistic and cultural opportunities available in Section 11 schools. However, we believe that that would be the very rare exception rather than the rule. And again, one per cent may be the guideline. I do not know.

But certainly it is not our expectation, nor would we hope Bill 75 would precipitate a stampede for French immersion to be then continued in Section 11 schools. We

would oppose that quite forcefully.

Mr. Davis: Thank you. I appreciate the comment because I was sure that was what you said and I personally am having some difficulty with Section 23 of the Charter because, as I read it, and I again, Mr. Chairman, would like the Ministry officials at some point to really clarify it for us. As I read Section (b):

"Minority-language educational rights. Citizens of Canada who have received their primary school instruction in Canada, in English or French, and reside in a province where the language in which they received the instruction is the language of the English or French linguistic minority population of the province."

It seems to me to state very clearly that a person who has received a French immersion education then qualifies under Bill 75. And I still need to have that clarified.

I thank you.

Mr. Buchanan: If I might just add to Mr. Davis's point, I think that on page 6 of the English version of our brief we do make the suggestion that that section be extended also to incorporate French-speaking people from France or Haiti or other places -- may well have to be accommodated under this section. We believe that this section is too narrow, as you have pointed out and we have pointed out.

Mr. Chairman: Are there any other questions?

Thank you very much, gentlemen.

Mr. Albert: Thank you, Chairperson, for your very courteous attention, and we do wish you well in your future deliberations and refinement of Bill 75.

Mr. Chairman: You may have to join us to sort the odd thing out.

Mr. Albert: We are educators. We will try to do our best.

Mr. Chairman: The next presentation is from Mr. MacDonald, Basil MacDonald, who classifies himself as a private citizen, and his brief will elaborate further.

**BASIL MacDonald, TRUSTEE,
CARLETON ROMAN CATHOLIC SCHOOL BOARD**

Mr. MacDonald: Thank you, Mr. Chairman.

Good Afternoon, Mr. Chairman and members of the

standing committee, and welcome to the National Capital Region.

My name is Basil MacDonald and I am presently a trustee on the Carleton Roman Catholic School Board, a representative of the City of Nepean. In fact, I have been a member of this board and its predecessor board, the Nepean Board for more than 20 years.

I welcome this opportunity to address the standing committee on Bill 75, and my main purpose in appearing is to say that from my experience this is a workable piece of legislation which makes a positive contribution to improving the climate within which majority and minority language representatives may govern their own respective destinies, not only in the National Capital but also through the province.

In my remarks, Mr. Chairman, I wish to briefly address the following areas:

Number one, governance of minority-language education, and number two, representation during the transitional period.

In general, Bill 75 improves upon and puts into legislation certain practices which we as a board have adopted over the years in an effort to provide relative autonomy to each of the board's linguistic groups. At the same time, it provides greater clarity and direction in respect of the proper areas of jurisdiction for each sector of the board and provides for political autonomy in the governance of education through assured representation.

I wish to commend the Government on the way Bill 75 makes provision for guaranteeing the Section 23 Charter Rights of the minority group, regardless of which linguistic group happens to be in a majority. In this sense, Bill 75 is a very even-handed piece of legislation.

The specific provision of exclusive areas of jurisdiction for each the majority and minority language sectors of a board, and the inclusion of an opportunity to make such other changes to these areas as are considered to be in each linguistic group's best interest is a very positive step.

While certain areas are reserved as far as areas of concern proper to the whole board, I believe that the general approach taken in Bill 75 will provide relative autonomy to each sector and will improve upon practical arrangements that currently exist between the panels of our board.

In my view, Bill 75 respects the desires of each linguistic group to pursue its own legitimate cultural objectives within the framework of the Roman Catholic

denominational system of education without prejudice to the constitutional right of such schools.

I am also aware of the government's intention to establish within the National Capital Region a homogeneous French-language school board. I support such a move and believe it to be an inevitable outcome of Bill 75 within this region and to be applicable also in other specific regions of the province.

In this regard, I would like to draw to this committee's attention the recommendation of the Mayo Commission, and I quote:

"We therefore recommend that a French Language School Board for the Region as a whole (in charge of classes from Kindergarten to Grade XIII) should be formed as soon as possible. A pilot project of this kind could serve as a model for other parts of Ontario . . . "

"In the first instance, this Board would be Catholic and would, of course, preserve the religious rights of Catholics. However, a decision to have a non-confessional sector could be taken in the future by the elected representatives after consultation with the parents."

"Continuity in the education sectors could thus be maintained. French-speaking students are at present part of the separate school system in the elementary grades, and of a public system in high school . . . With our recommendations, if adopted, continuity of comparable education would be achieved in both the public and separate sectors for both French and English speaking"

Ten years, innumerable pieces of draft legislation, a constitutional reference, and the extension of Catholic schooling through the Senior Division have all passed since the Mayo study of the government in the Regional Municipality of Ottawa-Carleton. I believe that the time is ripe for the establishment of a homogeneous French language school board for the region that respects in its structure and organization the requirement for denominational and non-confessional schooling for the Francophone population of the region.

Like many who will appear before this committee, I wish to express concern for the potential disenfranchisement of large groups of electors of both the majority and minority linguistic groups throughout the transition period.

Under the provisions of Bill 75, English-language ratepayers in Gloucester and Cumberland and French-language ratepayers in Kanata, Nepean, Osgood, West Carleton, Goulbourn and Rideau could be without representation on the appropriate majority and minority education councils of the board

respectively, throughout the transitional period.

Members of the standing committee will understand that this matter is one with which individual boards may have a great difficulty in arriving at the most appropriate resolution. As a result, I request that this matter be given additional consideration prior to finalizing Bill 75. It may be appropriate to enter into direct consultation with provincial trustees associations on this matter with a view to including specific provisions for representation during the period of transition within the legislation in its final form.

In conclusion, Mr. Chairman, I thank you for the opportunity of addressing the Standing Committee on General Government to express my support for the principles and provisions of Bill 75 concerning the governance of minority language education in Ontario.

This Bill has been a long time in formation and will do much to ensure educational opportunity and autonomy for both majority and minority language sectors of boards across the province.

Mr. Chairman: Thank you very much.

Questions?

Mr. Dean.

Mr. Dean: I just wonder, Mr. Chairman, if Mr. MacDonald would care to indicate if he supports the presentation made by the board and, without divulging what it is, the possible alternative?

Mr. MacDonald: By which board?

Mr. Dean: By the Carleton Board.

Mr. MacDonald: Yes. We have not made our presentation as yet, the Carleton Separate School Board.

Mr. Dean: Yes. The board made its presentation, but they indicated that there was to be a further submission of a possible solution to the dilemma which they did not want to prejudge today.

Mr. MacDonald: Again, I haven't an answer to the solution to the disenfranchisement.

I suppose the answer that I would like to see happen in the Ottawa-Carleton area is that we hold elections a year earlier. We proposed to the Ministry that indeed this happen, that the elections in this area be delayed so that it could coincide with the Bill 75 coming into being.

Mr. Dean: I see.

Thank you.

Mr. Chairman: I think, Mr. Dean, the first presentation was from the parents of the board rather than from the board.

Mr. Dean: Yes, you are right.

Mr. Chairman: Are there other questions?

You have answered all their questions, Mr. MacDonald, in your presentation.

Mr. MacDonald: Thank you.

I suppose we will get an answer tomorrow, then, if I have done it that well.

Mr. Chairman: We are expecting the solution. We will have to work on it, I am sure, but we are expecting the solution.

Thank you very much.

Mr. MacDonald: Thank you.

Mr. Chairman: Are the next presentors here?

Ms Gervais: There are some people missing from the delegation. We were under the impression it would be at 4:30.

Mr. Chairman: You are exactly right. We just happen to be half an hour early.

Ms Gervais: Well, is there any inconvenience in waiting maybe 10 minutes?

Mr. Chairman: We are at your pleasure.

Ms Gervais: Thank you. I appreciate it.

Mr. Chairman: Thank you. As soon as you are ready to go, please signal me and we will start then.

A one to thirty-minute coffee break.

The committee recessed at 4:00 p.m.

The committee resumed at 4:15 p.m. in Confederation Room III, Westin Hotel, Ottawa.

Mr. Chairman: Could we have the committee members take their seats, please?

I would like to thank the next group for starting a little early. Sorry that we are ahead of time. That is not our custom, let me tell you.

The presentation is from the Association of French School Boards of Ontario, or more properly said ---

M. Guindon: L'Association française des conseils scolaires de l'Ontario.

Mr. Chairman: Thank you, Luc.

Mr. Hennessy: Bravo.

Mr. Chairman: Would you please introduce the members of your group and proceed?

L'ASSOCIATION FRANÇAISE DES CONSEILS SCOLAIRES DE L'ONTARIO

Mlle Séguin: Merci.

Je m'appelle Jeannine Séguin. Je suis présidente de la région 1, et je vous expliquerai par la suite qu'est-ce que ça veut dire, pour bien vous situer.

Je suis conseillère scolaire dans Stormont, Dundas et Glengarry au système séparé, et je préside la région 1 pour le niveau des conseillers scolaires et conseillères scolaires, séparés et publics, ainsi que les membres des comités consultatifs.

Merci, Luc. Il m'a fait signe d'aller moins vite. Il me connaît.

À ma gauche, Mme Carmen Gervais, vice-présidente, secteur séparé, et elle est également conseillère scolaire au système séparé d'Ottawa. À ma droite, Maître Michel Bastarache, constitutionnaliste qui est l'aviseur juridique pour notre région.

Et quand je dis "notre région," puisque nous sommes les derniers, alors on va vous donner un peu d'information supplémentaire. On sait que vous avez travaillé très fort aujourd'hui, alors on va vous aider à vous relaxer en même temps.

Alors nous, dans la région de l'Est, ça comprend de

Pembroke à Kingston, en passant par Ottawa, Hawkesbury, Cornwall, Kingston. On appelle ça parfois le triangle d'or. Je ne suis pas sûre qu'on est toujours traité en or, parce que très souvent, je pense qu'on est un petit peu négligé. Mais de toute façon, on va vous dire ce qu'on a -- ce que l'on pense du projet de loi 75.

Qu'il soit dit en passant que ce mémoire a été adopté à l'unanimité, lors d'un congrès régional qui a eu lieu le 16 mars. Il y a une possibilité, dans notre région, de 105 élus. Ils étaient 68 à ce congrès.

Notre région comprend environ -- et ce n'est pas dans le mémoire -- environ 200,000 franco-ontariens, franco-ontariennes. Nous avons au-delà de onze cent professeurs francophones dans cette région. Sur les 68,000 élèves dans les écoles françaises à l'élémentaire, nous en avons 23,000 de cette région. Sur les 25,000 élèves des écoles secondaires, nous en avons au delà de 12,000 dans cette région. Or, vous comprenez que nous portons, pour nous, une attention très spéciale à tout ce que le gouvernement décide pour ce qui a trait au sort des franco-ontariens et franco-ontariennes.

Ceci étant dit, je voudrais maintenant vous situer le contexte dans lequel nous avons rédigé ce court mémoire, parce qu'il n'est pas long. Il est court.

Il faut comprendre que c'est basé ici sur l'article 23, dans la Constitution canadienne, la Charte des droits et libertés -- l'article 23, qui dit que la minorité -- il y a deux minorités au Canada: la minorité francophone hors Québec, et la minorité anglophone au Québec. Donc, en Ontario, pour nous, il est clair que la minorité, lorsque nous parlons de minorité, c'est la minorité francophone -- et cela au niveau de la province. Alors il faut bien situer ce contexte-là.

Alors, je n'ai pas besoin de vous dire -- je pense que vous le savez aussi bien que moi -- que nous suivons la chose de très près, parce que ce qui va se passer en Ontario -- il ne faut pas nous leurrer -- nous serons des modèles à suivre ou à rejeter par les autres provinces canadiennes. Et ça, nous ne l'oublions pas. Personnellement, et avec notre exécutif, nous en sommes très conscients.

J'aimerais vous mentionner deux personnes -- trois personnes qui sont absentes. Il y a monsieur Jean-Roch Brisson, qui est directeur sur notre exécutif, et qui est du secteur séparé -- qui est du secteur séparé de Prescott-Russell. Il y a également monsieur Marcel Perras, qui est le vice-président -- le pendant de madame Gervais -- vice-président mais secteur public, de Prescott-Russell. Et aussi monsieur Jean-Pierre Cloutier qui est le directeur pour le secteur public.

Alors voici ce que nous avons écrit pour ce qui a trait à notre région. C'est l'Association française des conseils scolaires de l'Ontario, région 1. Alors, il ne faudrait pas mêler les choses, parce que notre association provinciale viendra probablement vous présenter certaines choses. Si vous le permettez, je vais le lire parce que -- puisque vous venez de l'avoir. Je vais le lire et le commenter, et à l'occasion si vous sentez le besoin d'interrompre, ne vous gênez pas. Nous avons notre constitutionnaliste qui est avec nous et qui sera fier de répondre à vos questions. Qu'il soit dit en passant qu'on est toujours fier de ceux avec qui on travaille. J'ai l'honneur d'avoir avec moi un avocat qui a gagné sa cour en Alberta, à l'Ile-du-Prince-Edouard, puis probablement qui en gagnera une autre en Nouvelle-Ecosse. Alors, on est toujours fier de ceux qui nous accompagnent. D'autant plus qu'il est l'adjoint associé du Common Law à la Faculté de droit de l'Université d'Ottawa.

Comme vous le savez sans doute, chers amis, la communauté franco-ontarienne souhaite depuis de nombreuses années pouvoir prendre en main la gestion et le contrôle de ses propres écoles. De fait, il y a unanimité parmi les organismes qui représentent la collectivité francophone de l'Ontario -- et je vais vous en nommer quelques uns.

Quand que je dis "les organismes," je vous dis l'Association des enseignants franco-ontariens, qui regroupe au delà de 5300 membres. Je dis la FAPI -- la Fédération des associations de parents et instituteurs, qui regroupe au delà de 160,000 membres. Je dis l'Association des conseillers scolaires, dont je fais parti et madame Gervais. Alors, je vous en nomme quelques uns.

Seuls de vrais conseils scolaires de langue française possédant juridiquement tous les droits, et les prérogatives et soutiens officiels normaux, financiers et autres, peuvent répondre efficacement aux besoins de la communauté franco-ontarienne.

Diverses études récentes -- dont le rapport Churchill, le rapport Desjarley qui a déjà été faite -- on pourrait en citer plusieurs -- de même que d'autres datant depuis plusieurs années -- le rapport Mayo. Vous avez le rapport -- le livre blanc. Vous avez eu le fameux livre vert. Il y en a eu de presque toutes les couleurs. Seulement les couleurs des partis politiques, il n'y en a pas eu encore -- se trouvent à soutenir sans équivoque la demande de la population francophone concernant l'établissement de conseils scolaires de langue française.

D'un autre coté, nous notons l'appui important qu'accordent à la création de conseils scolaires de langue française les journaux franco-ontariens -- comme vous le savez, nous avons 11 hebdomadaires, et nous avons un journal provincial, Le Droit -- et la grande presse de langue anglaise --

vous savez, il n'y a pas seulement que le Ottawa Citizen puis le Globe and Mail qui soutiennent le conseil scolaire de langue française. Le Sudbury Star, pour ceux qui viennent de Sudbury; North Bay Nugget; le Hamilton; le Windsor. Alors, si vous venez de ces régions-là, je vous incite à lire des éditorialistes qui ont écrit là-dessus. Naturellement, les éditorialistes des journaux québécois de langue française tels que Le Devoir, La Presse sont aussi acquis à l'idée depuis longtemps -- même Le Soleil de Québec.

Nous avons noté le désir -- je dis bien nous avons noté -- le désir du gouvernement d'améliorer la situation peu enviable -- peu enviable -- dans laquelle nous nous trouvons actuellement. Nous sommes heureux de la décision du gouvernement de tout mettre en oeuvre pour établir dans la région de la Capitale fédérale un conseil scolaire de langue française. Nous avons pris acte du projet de loi 75 qui, malheureusement, ne répond pas aux besoins de notre collectivité et entraînerait même un recul ennuyeux dans certaines régions s'il était adopté tel quel. Et encore là, je reviens à l'article 23: la langue de la minorité, et la minorité de langue officielle en Ontario, ce sont les francophones.

Dans l'Est ontarien notamment -- et je parle de l'Est, des 12 conseils scolaires qui comprennent la région 1; c'est-à-dire six conseils d'écoles séparées et six conseils d'éducation -- le projet de loi 75 est susceptible d'entraver le respect des droits des francophones et, ce qui est particulièrement grave, de confirmer -- et ça, notre constitutionnaliste va vous sortir les articles -- c'est de confirmer dans un état de minorité des collectivités qui doivent normalement aspirer à vivre dans des conditions de majoritaires, soit des conditions égales ou équivalentes -- et si on admet les caractéristiques d'un peuple fondateur, il faut traiter égal à égal -- à celles qui encadrent et favorisent même -- comme je vous l'ai dit -- la communauté de l'Ontario. Il faut être traité comme des égaux. Des partenaires en éducation? Ça veut dire des égaux.

Les deux communautés, l'anglophone et la francophone, doivent bénéficier de chances égales et posséder les instruments nécessaires à leur vie, leur épanouissement et leur développement. Des conseils scolaires fondés sur la langue, c'est-à-dire linguistiquement homogènes, font partie des instruments indispensables évoqués ci-dessus.

Votre comité et le gouvernement doivent aujourd'hui se poser une question qui, à notre point de vue, est de toute première importance. La voici: en 1986, soit quatre ans après l'entrée en vigueur de la Charte canadienne des droits et des libertés, est-il concevable qu'une loi puisse venir faire régresser la communauté franco-ontarienne? Poser la question, c'est y répondre, vous en convenez.

Le projet de loi 75 renferme des dispositions qui peuvent améliorer la situation dans certaines régions tout en ne permettant pas cependant au gouvernement de répondre pleinement aux besoins de notre collectivité. En ce qui concerne l'Est de l'Ontario, le projet de loi 75 nous semble absolument non recommandable. D'ailleurs, même s'ils ont pris acte du projet en question, des comités de citoyens ont décidé de poursuivre leurs travaux en vue de l'établissement de véritables conseils scolaires de langue française, soit les seuls conseils -- je le répète -- qui soient les mieux aptes à répondre aux besoins de la communauté franco-ontarienne.

Nous souhaitons donc vous faire part, dans un esprit de collaboration et dans un esprit constructif -- il ne faut pas l'oublier -- de la nécessité de prévoir, dans la législation, le droit de créer des conseils scolaires de langue française et en plus l'obligation de les établir là, où grâce notamment au regroupement des collectivités francophones, il serait normal et équitable de le faire.

Je dis bien équitable, vous savez -- même si on peu vous reposer un petit peu -- il est facile aujourd'hui de dire "Ah, il y a des injustices en Asie, en Afrique." C'est bien de le reconnaître, qu'il y a des injustices à travers le monde. C'est très bien. Mais ça fait moins mal de parler des injustices lorsqu'elles sont à des milliers de kilomètres, que de regarder dans notre propre cour. Est-ce qu'il y en aurait, par hasard, chez nous, des injustices? Est-ce que ça pourrait me désinstaller un peu si je regardais autour de moi? C'est moins facile, mais quand même c'est plus courageux.

Donc, on vous offre des recommandations pour vous aider. Dans cette perspective, nous aimerions vous présenter deux options -- deux -- qui pourraient permettre au gouvernement de répondre à court terme à nos besoins. Ils sont simples, vous aller voir.

Nous répétons que nous les inscrivons dans une perspective constructive. Nous voulons, nous, bâtir l'Ontario, et nous l'avons à coeur. Nous voulons bâtir ensemble un système d'éducation dont nous aurions le droit d'être fiers.

Alors, nous répétons que nous les inscrivons dans une perspective constructive et qu'elles ont pour but de pallier les insuffisances -- que j'appelle, moi, les insuffisances -- du projet de loi 75 et d'aider le gouvernement à répondre à nos besoins.

Et voici la première option -- très simple: prévoir un droit de dérogation, qu'on appelle communément le "opting out" -- un droit de dérogation à la loi 75 -- lié, par contre -- lié à l'obligation de fonder des conseils scolaires de langue française dans les régions concernées. Et ici on dit les régions concernées, on prend comme acquis qu'Ottawa-Carleton -- on

s'entend tout le monde là-dessus -- ça va être fait pour '88. Mais on spécifie deux autres régions comme exemples: Stormont-Glengarry puis Prescott-Russell.

Ou le deuxième option, messieurs, adopter une loi spécifique permettant, dans toutes les régions concernées chez nous, de fonder des conseils scolaires de langue française. En d'autres mots, ce qu'on veut dire-là, la loi spécifique évoquée ici aurait primauté sur la loi "75" et elle obligerait, moyennant les modalités prévues dans le modèle "Foucher" -- et là on va vous en parler un petit peu, du modèle Foucher. D'ailleurs, on va vous l'envoyer; on va vous en parler -- les autorités à fonder dans les régions concernées des conseils scolaires de langue française.

Et voici ce que nous préconisons -- et maître Bastarache pourra expliciter clairement -- nous préconisons une loi fondée sur le projet de loi mis au point par maître Foucher -- et il y en a parmi vous qui l'ont déjà reçu, j'en suis certaine. En ce qui concerne l'option 1, les articles 2 et 3 du modèle "Foucher" peuvent vous éclairer -- pour le opting out, qu'on appelle -- ça a été prévu dans le modèle "Foucher". Pour l'option 2, pour sa part, elle se rattache au modèle "Foucher" mais dans sa globalité.

Voilà, chers amis, l'essentiel de nos propositions. Nous sommes à votre disposition pour tout renseignement supplémentaire. Nous aimerions engager un dialogue sincère avec vous. Et nous aimerions, en terminant, indiquer que l'intérêt que manifestent le gouvernement, le ministre de l'éducation, de nombreux députés, à l'égard de la gestion scolaire de langue française nous semble noble. Je dois vous dire que j'ai lu très attentivement les interventions de tous les députés sur le projet de loi 75. Et je vous en avertis. *

Nous comptons également sur la collaboration, la bonne volonté de tous. Et nous croyons que le "fair play" ou la droiture de chaque intervenant contribuera au règlement rapide de cette question.

Et, chers amis, vous me permettrez, en terminant, de vous faire une invitation que j'ai faite en 1980, lorsque j'étais présidente des francophones hors-Québec, que j'essayais avec les faibles moyens que nous avons, de voir à la destinée des francophones qui sont dans une diaspora -- à la grandeur du pays -- francophones hors-Québec. J'avais demandé au Comité de la Chambre et du Sénat ceci en terminant -- et, comme j'ai foi dans la démocratie canadienne -- je leur avais demandé de laisser de côté leur allégeances politiques, ce qui est très difficile pour un politicien ou une politicienne -- parce que vous êtes entrés en politique pour une allégeance, pour une idéologie dans laquelle vous croyez -- et je leur avais demandé à ce moment-là que pour penser à la minorité hors-Québec. Eh bien, aujourd'hui je vous dis, pour penser à la minorité de

langue officielle en Ontario -- les francophones -- je vous demanderais de laisser de côté votre allégeance politique et dire nous allons voir au bien commun ensemble. Nous allons marquer une page d'histoire de l'Ontario. Et puis c'est là, pour y dire -- que les gens pourront penser à vous. Ils penseraient à l'histoire de cette province. Je vous demande cela en toute sincérité et en toute amitié.

Je vous remercie. Si vous avez des questions? Est-ce que madame Gervais a des choses à ajouter?

Mme Gervais: Je vais répondre aux questions.

Mlle Séguin: Ah! Elle va répondre aux questions. Vous, maître? Non?

Avez-vous des questions à poser?

Mr. Chairman: Mr. Guindon?

M. Guindon: Merci, monsieur le Président.

Bienvenue à l'Association française des conseils scolaires de l'Ontario. Bienvenue à vous, mademoiselle Séguin.

Ma première question, c'est une question plus ou moins -- seulement, nous autres on se fait bombarder par toutes sortes de suggestions. Il y a du monde de partout qui nous font de suggestions et qui mettent leurs mots dedans au sujet de la loi 75.

Ce que j'aimerais demander là, c'est que les francophones -- et du francophone et puis s'il est deuxièmement catholique, ou bien donc s'il est catholique et deuxièmement francophone -- parce que ça nous mélange un peu la situation dans le moment avec certains énoncés des évêques, par exemple, qui nous parlent de s'amalgamer. Et puis là je vois dans votre mémoire que c'est la langue qui compte primo. Est-ce que vous pourriez élaborer pour moi, s'il vous plaît?

Mlle Séguin: Voici. Est-ce que vous diriez à un Italien, "Es-tu catholique ou si tu es Italien?" Si vous posez la question à un Grec, ou à un Allemand -- vous ne penseriez même pas de poser la question. Vous ne penseriez pas de poser la question parce que vous diriez, "Ecoute donc! C'est un peuple, ça!" Puis c'est une autre chose, sa confessionnalité.

Moi, je vous répond que pour moi -- vous voulez que je vous réponde personnellement -- moi je vous dis, il n'y a pas de problème chez nous. Je suis canadienne française. J'appartiens dans ce pays dont je suis fière. Et parce que je veux être un peu plus régionaliste, je suis franco-ontarienne. Mais, ça -- j'appartiens au peuple fondateur. Il n'y a pas de question là-dessus.

Si vous me dites, "A quelle confessionnalité appartenez-vous, mademoiselle Séguin?" je vais vous répondre. Je pourrais vous dire, c'est pas de vos affaires. Mais je vais vous répondre parce que vous êtes un bon ami. Je vais vous dire je suis catholique.

Mais c'est mal posé le problème, que de dire "Etes-vous francophone ou si vous êtes catholique?" C'est pas du tout la même chose. Alors, c'est comme ça que je vous réponds.

Je vous réponds de la même façon que vous prendriez -- par exemple, vous rencontrez un anglophone n'importe où au Canada, vous dites que c'est un canadien. Il s'en va en Europe, il dit "Je suis canadien, moi." Il se promène -- la petite feuille d'érable. Il dit, "Je suis canadien." On ne vous demande pas en Europe "Etes-vous catholique ou si vous êtes protestant ou si vous êtes luthérien ou si vous êtes anglicans." Ça c'est d'autre chose, ça. C'est pas mal de poser la question. Je vous félicite, je vous remercie, monsieur Guindon. Je vous connais très bien, mais je vous répond à ma façon comment est-ce que je vois ça, moi.

Puis je pense que ma collègue, madame Gervais, veut rajouter.

M. Guindon: Allez-y.

Mme Gervais: Voici. Je pense que le dilemme auquel on fait face c'est que dans le projet de loi 75 que vous avez devant vous, c'est une représentation -- où on essaie en tout cas de donner une représentation équitable, un droit de gérance aux francophones au sein des structures existantes.

Si vous parlez de structures existantes, eh bien vous aller avoir une représentation, puis dans 75, c'est ce que vous avez devant vous. Vous avez des représentants de francophones ou d'anglophones, dépendant comment -- il paraît que je parle trop vite -- c'est ce qu'on me dit toujours. C'est probablement parce que je viens d'une grande famille puis il fallait se dépêcher pour répondre avant que les autres commençaient à intervenir.

Ce que vous avez c'est que, au sein du projet de loi 75, on s'adresse aux structures existantes. Donc, la question ne se poserait pas dans le sens que dans un conseil des écoles catholiques, il y aurait des représentants francophones qui s'identifieraient aussi au conseil des écoles séparées, et vice versa au conseil des écoles publiques.

Ce qu'on préconise, nous, dans un projet de -- ou on dit qu'on voudrait un regroupement sur la base linguistique -- c'est que, au sein de ce conseil scolaire, qui regrouperait des

gens s'identifiant à un groupe linguistique, il y aurait, pour toute fin pratique, deux secteurs complètement autonomes, et catholiques et publics, qui voudraient bien mettre en commun -- ce qu'ils voudraient mettre en commun. Ce qui les unifierait ce serait la langue, mais il n'y a pas de doute que dans tout conseil sur une base linguistique, il faut respecter intégralement les garanties qu'on a au niveau de l'article 93.

C'est pour ça que nous on dit la question est injuste. On semble, dans certains cas -- puis c'est peut-être parce que les gens sont pas vraiment au courant du dossier -- je ne le sais pas, là -- mais on semble toujours nous mettre dans une situation où on doit choisir entre notre langue et notre religion. Puis nous, on vous dit que c'est pas nécessaire, qu'il y un moyen d'avoir un conseil basé sur un regroupement linguistique dans lequel vous auriez une pleine reconnaissance des droits qu'on donne présentement aux catholiques sous l'article 93.

Maintenant, c'est nouveau. C'est peut-être pour ça que les gens ont tendance à réagir de la façon qu'ils réagissent. C'est tout nouveau, mais il n'est pas question pour un francophone catholique de choisir entre sa langue et sa religion, parce qu'il a accès, de la même façon, avec les mêmes droits, aux deux.

M. Guindon: Merci.

Mlle Séguin: Si je peux rajouter, monsieur Guindon?

Pour -- je voudrais dire à monsieur le Président que notre dévoué sous-ministre adjoint, madame Mariette Fraser, va faire parvenir demain un nombre de copies respectables pour le rapport "Foucher". Parce que je m'excuse, mais nous ne l'avons pas ici. Nous vous en avons parlé rapidement. Mais vous recevrez ces copies-là pour que vous puissiez prendre connaissance de ce rapport qui a été fait par un constitutionnaliste, maître Foucher, qui est professeur à Edmonton. Et je pense que maître Bastarache pourrait ajouter.

Me Bastarache: Ce que je voudrais ajouter tout simplement, pour ma part, c'est que le grave défaut qu'on voit dans le projet 75 c'est qu'il essaie de réaliser, pour les francophones, le minimum des droits qu'on croit qu'ils ont été consentis par l'article 23, en dérangeant le moins possible les structures en place.

Mais dans le fond, si on accepte qu'aujourd'hui les droits qui découlent de l'article 23 sont équivalents à ceux qui découlent de l'article 93 et qui sont des droits religieux, c'est qu'il faut aménager à nouveau le système. Il faut refaire le système pour qu'il reflète les doubles valeurs de préservation de la langue et de garantie des droits religieux. Et d'après moi,

on ne peut pas réussir ça dans un projet comme le projet de loi 75 parce que si on accepte de figer le système dans ces structures, dans -- en particulier dans les limites des circonscriptions scolaires actuelles, eh bien ce qu'on fait c'est qu'on donne le second rôle à la garantie linguistique, et on se trouve, par le fait même, à nier une partie des droits fondamentaux qui doivent être reconnus en vertu de l'article 23.

Alors, ce que nous souhaiterions, nous, c'est de voir le gouvernement accepter un certain nombre de prémisses importantes pour définir les droits scolaires. Et ces prémisses-là doivent être aussi bien des prémisses qui tiennent compte de l'article 23 que de l'article 93. Et en particulier, nous soutenons que quand le constituant garantit le droit à des écoles de la minorité, ce sont des écoles homogènes. Et une école de la minorité, c'est pas une école bilingue. Ça ne peut pas être une école mixte. Et si vous figez le système dans ces structures actuelles, vous garantissez un droit de gestion partiel sur des établissements qui ne sont pas homogènes. Et ça c'est moins que ce à quoi on a droit.

Alors moi, je suis convaincu personnellement que la solution ne réside pas en essayant d'amender le système actuel, mais en essayant de le repenser, en mettant sur un pied d'égalité les deux types de droits constitutionnels qui sont intangibles.

M. Guindon: Merci. Je sais qu'il y en a d'autres qui veulent poser plusieurs questions-là. Je vais attendre, puis je me réserve le droit peut-être de revenir plus tard, s'il vous plaît, monsieur le Président.

Mr. Chairman: Doctor Allen?

M. Allen: Monsieur le Président, j'apprécie beaucoup ce bref de l'Association française des conseils scolaires et les commentaires de madame Séguin et ses collègues dans votre délégation.

Je considère, comme vous, que -- comme on dit en anglais -- le projet de loi 75 est une espèce de tinkering avec un système. Ce n'est pas une restructuration des systèmes de gerance de l'éducation en Ontario. C'est le grand but, le grand objectif des franco-ontariens; c'est l'objectif de la Cour d'appel et aussi nécessairement c'est le grand objectif de notre comité à la législature de l'Ontario.

Le projet de loi 75 est une petite étape vers un plus grand but de l'éducation -- dans la gerance de l'éducation pour les franco-ontariens. C'est très, très intéressant: comme nous avons entendu des brefs variés pendant les jours de notre comité, et comme conseil après conseil a dit que peut-être maintenant c'est possible de marcher plus vite que nous avons pensé possible vers les conseils homogènes -- car c'est

logique, dans ce modèle pour -- pas pour les franco-ontariens mais aussi pour les conseils de l'éducation dans le domaine public et de temps en temps entendu aussi les catholiques, mais pas encore les évêques -- qu'il y a une primauté de la langue, surtout la religion, dans le domaine de l'éducation. Mais ce n'est pas une contradiction entre les deux, comme vous l'avez dit, dans les arrangements que c'est possible d'instaurer.

Mais, j'ai une petite question pour vous, au sujet d'option numéro un. Dans votre opinion, est-il nécessaire d'avoir le consentement de tous les deux conseils scolaires, le public et le séparé, dans une région pour l'instauration d'une telle option comme vous avez esquissée pour nous?

Mme Gervais: Si je peux me permettre. Je pense que -- on fait référence dans notre mémoire, puis encore une fois je tiens à m'excuser parce que je pensais que vous recevriez aussi en même temps ce qu'on appelle, nous, le projet "Foucher".

Puis dans le projet "Foucher," ce que vous avez-là -- comme a dit tout à l'heure madame Séguin -- c'est comment mettre sur pied un conseil à base linguistique. Puis dans le projet "Foucher," il y a deux façons de le mettre sur pied. D'une façon -- d'une part il y a le gouvernement qui décide de le faire, puis qui décide de le faire en passant une loi quelconque. Et puis il y a aussi la possibilité, dans les cas où les parents demanderaient -- les parents d'enfants ayant accès à cette éducation -- demanderaient le dit conseil.

Et puis, est-ce que c'est nécessaire d'avoir le consentement des deux groupes linguistiques dans le sens que -- je parle de francophones -- de gens qui sont protégés par l'article 93 ainsi que les gens du public?

Je pense que la question qu'il faut se poser c'est, est-ce que on peut exiger ou forcer les gens qui sont protégés sous l'article 93 de se lier à quelque chose qui, pour eux, serait peut-être un danger? Nous on dit que oui. Nous on dit que c'est pas -- la seule raison pour laquelle ces gens accepteraient pas de venir -- on peut pas les forcer à venir, mais la seule raison pour laquelle ils ne viendraient pas c'est s'ils sont sous l'impression qu'ils abdiquent quelque chose en joignant à ce conseil-là.

Nous, on maintient qu'on abdique aucun droit au niveau de l'article 93 si on se joint à ce genre de conseil scolaire parce que vous avez, pour toute fin pratique, l'autonomie suprême sur vos écoles. Et puis que le droit est donné maintenant -- je sais que maître Bastarache va renchérir, là mais -- puis c'est peut-être ce qui n'a pas été compris par les évêques.

Je suis heureuse que vous soulevez la question des

évêques, parce que quand on est allé les rencontrer -- puis vous pouvez être certains qu'on l'a fait -- on leur a demandé exactement ce qui était le problème. Et puis ils sont -- on nous dit qu'ils se sont prononcés ni pour ni contre, mais qu'ils ont des questions sérieuses vis-à-vis l'article 93, dans le sens que -- est-ce qu'on abdique la garantie de 93 si on se joint à un conseil scolaire sur une base linguistique.

Nous on dit que dans le projet qui vous est soumis puis qui va vous être envoyé sous peu -- je sais pas si Mariette est capable de vous envoyer ça demain, mais je sais qu'elle va faire son grand possible là -- je sais que nous on dit que non -- que on abdique rien en faisant ça. Si on abdique rien, les deux -- les garanties demeurent les mêmes.

Puis ça serait probablement -- moi, je peu parler, en tous cas -- moi, j'appartiens à un conseil des écoles séparées -- je peux parler comme représentante séparée puis je peux vous le garantir que si mes droits de 93 sont respectés -- puis je pense qu'ils le sont -- j'aurai aucune hésitation à me joindre à un conseil sur une base linguistique. Puis je pense que c'est probablement là -- si jamais avais hésitation, ça serait à ce niveau-là.

Mlle Séguin: J'aimerais que maître Bastarache ajoute à propos de ---

Me Bastarache: Tout simplement, pour comprendre au plan juridique ce qu'on propose, il faut voir que d'abord le pouvoir d'initiative dont il est question, c'est un pouvoir qui découle directement de l'article 23 tel que l'a interprété la Cour d'appel de l'Ontario. Alors, ce que la Cour a dit, en deux mots, c'est que le territoire désigné pour définir le regroupement ou les dimensions du regroupement n'est pas nécessairement le territoire d'une commission scolaire désignée.

Alors, les parents d'enfants qualifiés sous le régime de l'article 23 peuvent donc demander la constitution ou la création d'une école, et la création de l'école leur garantie le droit de gestion. C'est comme ça que ça été défini.

Donc, la question c'est de savoir, en exerçant ce droit de recours, est-ce que ça va affecter les droits des personnes qui se sont regroupés sur une base religieuse? Je pense que c'est comme ça que vous avez défini la question. Et je crois que la réponse a été donnée dans les décisions anciennes en Ontario sur l'article 93, quand la province a modifié le système de financement des commissions scolaires.

Ce que la Cour a dit à ce moment-là c'est que les garanties n'empêchent pas la province de modifier les structures du système d'éducation, pourvu qu'il n'y ait pas diminution des droits garantis. Les droits garantis, c'est pas le

droit au système tel qu'il existe, mais ce sont les droits qui ont un contenu, qui sont définis. Alors, c'est le droit à la taxation; le droit d'embaucher des professeurs catholiques; et ainsi de suite.

Alors, notre analyse de la jurisprudence nous amène à conclure que si les droits définis par leur contenu ne sont pas modifiés, et bien que la province non seulement peut créer l'occasion d'un regroupement linguistique, mais qu'elle est obligée de le faire, en vertu de l'article 23, dès lors que le regroupement est suffisant.

Mlle Séguin: Est-ce que ça répond à votre question?

M. Allen: Un peu. Je n'ai pas un problème avec tout cela. Je n'ai pas un problème avec le regroupement, et un nouveau système dans une base géographique. Ce n'est pas un problème pour moi. Mais j'ai un petit problème avec l'option numéro un qui concerne spécifiquement le projet de loi 75 et vous avez dit -- fait une référence à la possibilité d'un droit de dérogation lié à l'obligation de fonder des conseils scolaires de langue française dans les régions concernées. Un -- ce n'est pas vrai que c'est impossible d'avoir un droit de dérogation sans un mécanisme législatif pour instaurer l'alternatif. Aussi, comme à Toronto, par exemple, il y a un problème -- peut-être le conseil scolaire séparé a un droit de déroger en cette façon. Mais si le conseil scolaire public ne suit pas -- problème, ou non?

Me Bastarache: Je crois que la réponse à la question c'est que dès qu'il y a un nombre suffisant de personnes de la langue de la minorité qui exigent la création, qu'on est obligé de procéder à la création d'un conseil, ou en tout cas on est obligé de leur donner le droit de gestion sur leurs établissements. C'est comme ça qu'a défini le droit la Cour d'appels.

Vous demandez, finalement, si on peut -- si un groupe pourrait déroger lui-même, à la dérogation qui est demandée par le premier? Vous demandez, s'ils disent, nous est-ce qu'on peut ne pas être affectés par la demande de ceux qui veulent un conseil linguistiquement homogène? Est-ce que c'est ça votre question?

Mme Gervais: Non. Je pense que je le sais. Ce que vous demandez, c'est que la -- si on avait un conseil sur une base linguistique, puis un conseil public puis on conseil séparé
--

M. Allen: Mon problème est que si on désignait une région pour un conseil homogène pour les français dans cette région, est-ce possible de prévoir que les conseils scolaires publics dérogués pour un secteur des francophones et

un conseil homogène est établi, mais pas pour les francophones -- les étudiants francophones dans le conseil scolaire séparé?

Me Bastarache: Moi, je crois que le scénario que vous dessinez en est un selon lequel chacun serait libre d'adhérer ou pas à la nouvelle structure ou de conserver celle qui est là. Et je crois que ça c'est un scénario qui est impossible pour la province de l'Ontario. Je crois qu'il faut décider sur un seul modèle, un seul système. Et il faut que ce système-là respecte les droits linguistiques et aussi les droits religieux. Mais moi je pense que le scénario que vous dessinez-là en est un qui serait inapplicable en effet.

M. Allen: Ce n'est pas un modèle que je préfère. C'est un petit problème que je prévois dans cette option pour la région -- dans le conseil.

Mme Gervais: Il resterait avec 75 -- ce qu'on dit dans l'option numéro un-là, c'est que si à un moment donné, un conseil scolaire ne voulait pas se prévaloir de la loi 75 modifiée-là, il sera obligé d'embarquer dans un conseil linguistique. S'il ne veut pas aller dans un conseil linguistique, il serait lié par l'article 75. Mais qu'il soit là ou qu'il soit là, il va être obligé de donner la gérance aux francophones.

Mr. Allen: I should just revert to English. It seems to me to be a problem, if you're not talking about the same geography -- and therefore you're overlapping various boards, separate and public -- but then to have a right of one board to opt out without surrounding boards opting out, to make it also possible for the region, it seems to me to raise some problems. We're into fine-tuning of an option and I'm just trying to get some sense of how that would work.

Mr. Chairman: Maybe we could move on to the next question, and we are running considerably overtime, and we have other questioners.

Mr. Poirier?

Mlle Séguin: Excusez. Est-ce que je peux juste ajouter quelque chose? Monsieur le Président, est-ce que je peux ajouter quelque chose?

Mr. Chairman: How could I stop you?

Mlle Séguin: Pour monsieur, l'article 2 et 3 du projet "Foucher," je vais les lire lentement. Ça va vous donner une idée du projet.

"Le territoire des premiers districts scolaires de langue française, le territoire, dis-je, doit être établi de façon à favoriser le regroupement de la population francophone d'une région géographique au sein d'un même district scolaire de

langue française. B. Nonobstant toute autre disposition de la loi sur l'éducation, ce territoire peut se superposer à celui de tout autre district scolaire sauf celui d'un autre district scolaire de langue française."

Et pour compléter, nous avons ajouté 3(a): "Les premiers districts scolaires de langue française sont établis principalement à partir du territoire relevant de la juridiction des conseils scolaires mentionnés en annexe ici. Et B, le territoire des premiers districts scolaires de langue française peut -- le territoire, dis-je -- peut néanmoins, ne pas correspondre exactement à celui qui est mentionné à l'alinéa."

Exemple concret, actuellement, Frontenac est séparé de Stormont, Dundas et Glengarry. Advenant le cas où on penserait à un conseil scolaire de langue française dans cette région, rien n'empêcherait le district scolaire de s'attacher avec les francophones du comté de Frontenac qui sont extrêmement minoritaires. Et, parce que l'article 23 nous le permet, voyez-vous, et on regrouperait les francophones qui sont extrêmement -- ils sont à peine cinquante-quelques au niveau secondaire et peut-être 150 à l'élémentaire.

Mr. Chairman: Mr. Poirier?

M. Poirier: Merci, monsieur le Président.

Moi, pour le bénéfice de mes collègues qui connaîtraient peut-être moins l'AFCSO et en particulier l'AFCSO région numéro 1, je voulais vous demander -- comme toujours pour le bénéfice du comité -- quelles sortes de diffusions est-ce qu'a eu le modèle "Foucher"? Globalement, les autres AFCSO, est-ce qu'elles entérinent -- est-ce qu'on peut dire que l'AFCSO présente ceci un genre de consensus à l'échelle de la province?

Mlle Séguin: Voici. En octobre dernier, après un long processus pour arriver à ce conseil de langue française, nous avons eu un colloque au Mont Sainte Marie, regroupant les conseillers scolaires de la région 1, parce que nous ne voulons pas imposer nos propres vues au reste de la province, parce que nous croyons fermement que les régions sont très diversifiées.

Or, nous avons invité à ce colloque les conseillers scolaires de la région 1. Nous avons invité les présidents des autres régions comme observateurs, s'ils voulaient bien venir. Mais le but n'était pas de les convaincre du projet. Le but était de les renseigner sur ce qui se faisait. Puis il faut bien comprendre que l'exécutif de la régionale avait travaillé avec le constitutionnaliste à plusieurs reprises et pendant plusieurs sessions.

Il y a eu consensus -- et nous, sur les 105 conseillers scolaires de la région, nous étions au delà de 85. Il

y a eu consensus et ça a été adopté à ce moment-là comme projet que nous devons poursuivre. Il y avait des représentants de tous les conseils scolaires, que ce soit à SDG, séparé ou public; Prescott-Russell, séparé ou public; Ottawa-Carleton, séparé ou publique.

Et il y avait aussi des invités, des gens de ce qu'on appelle, nous, les centres isolés. De fait, je ne comprends pas pourquoi, mais il y avait des dames de Kingston qui m'avaient demandé de faire une courte présentation et j'avais accepté de les emmener alors je vois qu'elles ne sont pas venues, alors je le regrette, mais ---

Alors, tout le monde a accepté ce projet-là, mais c'est entendu on a dit au provincial voici: le Ministre Conway -- monsieur Conway avait dit à ce moment-là qu'il pouvait y avoir des projets multiformes en Ontario. Et nous acceptons cela. Nous avons dit nous ne voulons pas que le provincial prenne ce projet et l'impose à la province. Nous voulons que le provincial nous endosse comme région et nous permette, ensemble, de le présenter au ministre de l'éducation.

Si il y en a des groupes qui veulent le voir -- il y en a des groupes qui nous l'ont demandé -- nous leur avons envoyé copie. Mais, faut dire qu'il y a cinq régions en Ontario. Il y avait deux autres régions de représentés: le Sud et le Grand Nord. Et puis -- je pense que c'est la région 5 et 3 -- le Grand Nord -- Kapuskasing, Hearst -- qui, eux, semblaient accueillir de façon assez positive ce projet-là. Mais pour répondre strictement à votre question, monsieur, ce projet-là appartient à la région 1. Et pour le comprendre, il faut avoir suivi le cheminement avec les constitutionnalistes. Parce qu'on peut à la région 1. Et pour le comprendre, il faut avoir suivi l'acheminement avec les constitutionnalistes, parce ce qu'on peut prêter toutes sortes d'intentions.

M. Poirier: Merci.

Mr. Chairman: Mr. Smith?

Mr. Smith: Thank you, Mr. Chairman.

I guess I am sorry I can't speak French, and I don't know whether I am following this conversation the way I should be or not. But can I take it, or can you make comments anyway -- if Bill 30 -- or Bill 75 as well as Bill 30 are enacted and given royal assent across the province -- as they exist or close to the way they exist today, do you see this diluting all the systems of the school boards? Or do you see it eventually going to a unified school board?

This question has been asked before of other groups, and I just want to hear your comments again, and maybe you have answered part of this today. I'm not certain because I

say -- I'm having a little trouble following all the discussion. But can you make comments as to whether you think that -- with Bill 75 as well as Bill 30 -- may have a tendency to dilute all our systems too much for you?

Mlle Séguin: Pour répondre. La seule chose que je peux dire pour le moment c'est que même dans le projet de loi 30, notre association aussi bien que nous nous étions en faveur du projet -- du principe du parachèvement. Par contre, nous trouvions qu'on ne parlait pas des droits des francophones. Ça c'était une chose, je pense -- une remarque qu'on a faite à ce moment-là.

Maître Bastarache, est-ce que -- à vos yeux, vous, avec le projet de loi 75 et le projet de loi 30 qui parle de parachèvement, est-ce que vous croyez que légalement parlant ou juridiquement parlant, nous allons diluer notre système d'éducation en Ontario?

Me Bastarache: Je ne sais pas exactement qu'est-ce qu'on veut dire par l'expression "diluer". Diluer -- diminuer les droits qui sont déjà acquis ou qui sont reconnus au plan constitutionnel? Est-ce c'est ça exactement que vous voulez dire?

Mr. Smith: I guess what I am asking, are we changing the system so much that you can't accept what is going on, or do you feel that it's going to be changed so greatly that you can't accept what is about to take place?

Mr. Bastarache: No. I think basically what we're saying is that there is some progress in both these legislations, in the fact that here, in Bill 75, there is a right of management that is recognized to the minority.

The problem is that it's insufficient in that it leaves the minority in a minority position in all regions forever because of the fact that it gives it no opportunity to break out of the system that is in place, and create structures which are meant to give it total control over its boards where the numbers are sufficient.

And basically, what we would like to see is -- to approach the system differently -- to come to the system with -- in giving full recognition to the fact that the language rights are just as important as the religious rights that have been recognized, and that if Section 23 was incorporated in the Charter, it was certainly in recognition of the fact that there was a profound assimilation of the French population in Ontario, and that the measure meant that we wanted to correct the system. And we're not correcting it with Section 75. We're doing -- we're patching it up a bit. But it's not going to prevent the type of assimilation that was the reason why we came forward with Section 23 in the first place.

Mr. Smith: Thank you, Mr. Chairman.

Mlle Séguin: Does that answer your question, sir? Oui?

Mr. Chairman: Thank you very much for your presentation. It pays to be last. You get double time.

Mlle Séguin: Merci, monsieur le Président. On l'apprécie beaucoup.

Mr. Chairman: Thank you.

The committee adjourned at 5:15 p.m.

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**STANDING COMMITTEE ON GENERAL GOVERNMENT
BILL 75, AN ACT TO AMEND THE EDUCATION ACT
WEDNESDAY, APRIL 2, 1986
Morning Sitting**



CHAIRMAN: McCague, G.R. (Dufferin-Simcoe PC)
VICE-CHAIRMAN: Dean, G.H. (Wentworth PC)
Allen, R. (Hamilton West NDP)
Poirier, J. (Prescott-Russell L)
Guindon, L.B. (Cornwall PC)
Hennessy, M. (Fort William PC)
Davis, W.
Smith, D.W.

Clerk: Deller, D.

Staff: Steele, L., Researcher

Witnesses:

**Association des enseignantes et des enseignants
franco-ontariens:**

Bourdeau, A.G., *Présidente*
Schryburt, J., Secrétaire général et trésorier

For themselves:

Anderson, Roberta
Desjardins, Rita

**l'Association française des conseils scolaires de
l'Ontario:**

Landriault, R., *Président*
Bourdeau, J.-L., Directeur-général
Lamarche, C., Vice-président

For himself:

Connelly, H.H.M.

Ladouceur, J., Conseillère scolaire aux conseil des écoles
catholiques romaines de Carleton

McGuinty, J.L., Conseiller scolaire de Gloucester

Lefebvre, R., Conseiller de Gloucester

Landriault, R., Conseiller de Gloucester

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Wednesday, April 2, 1986

The committee commenced at 10:00 a.m. in Confederation Room III, Westin Hotel, Ottawa.

**Bill 75, An Act to Amend the Education Act
(Continued)**

Mr. Chairman: Good morning, everyone, and welcome.

The first presentation this morning is from the Association of Francophone Teachers, Alice Grégoire Bourdeau, and others. Would you commence, please, and introduce those who are with you?

**ASSOCIATION DES ENSEIGNANTES ET DES ENSEIGNANTS
FRANCO-ONTARIENS**

Mme Bourdeau: Oui, monsieur le Président.

Jacques Schryburt m'accompagne ce matin. Il est secrétaire général et trésorier de l'Association.

Alors, monsieur le Président, on est prêt pour commencer? Oui.

Alors, l'Association des enseignantes et des enseignants franco-ontariens est heureuse ce matin d'avoir l'occasion de rencontrer les membres du comité permanent des affaires gouvernementales afin de commenter le Projet de loi 75 qui vise à accorder à la minorité francophone de l'Ontario un plus grand contrôle des ses établissements scolaires.

L'AEFO est une filiale de la Fédération des enseignantes et des enseignants de l'Ontario. Elle compte quelque 5200 enseignantes et enseignants qui oeuvrent dans les classes, modules ou écoles de langue française de toute la province. Les membres de l'AEFO sont répartis en 89 unités.

Mr. Chairman: Excuse me.

Mme Bourdeau: Oui?

Mr. Chairman: I haven't had any signal from upstairs yet, but ---

Mme Bourdeau: Okay. Je vais trop vite?

Mr. Chairman: I think you might be a little speedy.

Mme Bourdeau: Ça va. Je vais le ralentir, le débit.

Alors, comme je vous disais tantôt, l'AEFO est une filiale de la Fédération des enseignantes et des enseignants de l'Ontario. Elle compte quelque 5,200 enseignantes et enseignants qui oeuvrent dans les classes, modules, ou écoles de langue française de toute la province. Les membres de l'AEFO sont répartis en 89 unités. Chaque unité regroupe des enseignantes et des enseignants à l'emploi d'un même conseil scolaire. Si un conseil scolaire offre de l'enseignement en français aux paliers élémentaire et secondaire, les membres de l'AEFO à l'emploi de ce conseil sont regroupés en deux unités, une élémentaire et l'autre secondaire.

L'intérêt de l'Association des enseignantes et des enseignants franco-ontariens pour les dossiers francophones est bien connu. Un des objectifs de sa Charte d'incorporation est de promouvoir l'éducation en langue française. Dans ce but, l'Association a été impliquée directement dans la plupart des luttes scolaires dont la province a été témoin au cours des deux dernières décennies. On se rappellera en particulier les conflits de Sturgeon Falls, de Cornwall, d'Essex et de Penetanguishene, où l'AEFO a joué un rôle prédominant. La décision de présenter un mémoire au comité permanent des affaires gouvernementales s'inspire de cette même volonté de vouloir améliorer l'enseignement en français.

Il y a plusieurs années déjà que l'Association a reconnu qu'il était utopique de vouloir poursuivre son engagement dans la promotion de l'éducation en langue française sans y ajouter la dimension de la gestion autonome des établissements scolaires de langue française. Il demeurera impossible d'éliminer les conflits linguistiques tant et aussi longtemps que les écoles de la minorité seront gérées par la majorité.

Dans le texte qui suit, monsieur le président, j'aborderai les quelques points suivants: la gestion totale, les pouvoirs exclusifs, le financement, les élections, la langue d'usage. Et je concluerai par cette recommandation que l'AEFO vous soumet.

Tout d'abord, la gestion totale. Le projet de loi 75 constitue un effort louable de la part du gouvernement de vouloir accorder à la population de langue française un droit de regard plus grand sur la gestion de ses écoles. Il importe, cependant, de souligner immédiatement que le projet de loi 75

ne doit pas être considéré comme une solution finale. La Cour d'appel de l'Ontario a reconnu que la Charte des droits et libertés accorde, partout en province, le droit à la minorité francophone de gérer ses propres établissements. Près de 100,000 élèves reçoivent présentement une éducation en langue française en Ontario. Bien que ce nombre constitue une minorité pour notre province, il faut être conscient qu'il est quatre fois plus grand que le nombre total d'élèves inscrits aux programmes élémentaire et secondaire à l'Île-du-Prince-Édouard. Si on compare avec d'autres provinces, l'effectif total des classes en langue française en Ontario représente environ 70% de la population étudiant de Terre-Neuve et de celle du Nouveau-Brunswick, 60% de celle de la Nouvelle-Écosse, 50% de celle du Manitoba et de la Saskatchewan.

Bien sûr, l'Association se réjouit de l'intention du gouvernement d'établir un conseil scolaire de langue française sur le territoire de la municipalité régionale d'Ottawa-Carleton. Cela aura pour effet de donner à environ 17% de la population franco-ontarienne la pleine gestion de leurs établissements. L'Association croit cependant que l'autre 83% de cette minorité devrait pouvoir jouir de ce même droit. Elle invite donc le comité permanent des affaires gouvernementales à recommander au gouvernement d'établir des conseils scolaires de langue française dans d'autres régions de la province, tel que recommandé par le comité conjoint du Ministre de l'éducation et par la Commission MacDonald. Les nouveaux conseils scolaires n'ont pas nécessairement à être établis sur le territoire des conseils scolaires existants. Les élèves francophones de deux ou trois conseils scolaires environnants pourraient être regroupés sous un même conseil.

L'Association n'a pas l'intention, dans son mémoire, de s'adresser à des articles spécifiques du projet de loi 75. Elle a pris connaissance des commentaires qui seront présentés par l'Association française des conseils scolaires de l'Ontario et elle les endosse.

Tel qu'indiqué plus haut, le projet de loi 75 doit être considéré comme une étape visant à améliorer la situation des francophones. Des modifications pourraient donc être apportées au projet de loi afin de l'améliorer pour éviter que, dans deux ou trois ans, on ait à le modifier, dans le but d'assurer une gestion plus grande des établissements de la minorité. Il faudra pouvoir progresser vers des conseils scolaires de langue française dès décembre 1991, là où on établira des sections de langue française en décembre 1988.

Les pouvoirs exclusifs. A cette fin, le projet de loi 75 doit être amendé pour que les pouvoirs exclusifs de la section de langue française soient élargis. De fait, tous les pouvoirs des conseils scolaires devraient, là où il y aura des

sections de langue française, être exclusifs, sauf ceux qui, d'un commun accord entre le conseil scolaire et la section de langue française, seront mis en commun. Dans le fonctionnement des conseils scolaires, le principe de la double majorité devrait être établi pour tous les dossiers communs. Durant la période de transition, les responsabilités des conseils de l'enseignement en langue française doivent aussi être élargies pour assurer un plus grand contrôle sur les finances.

Le financement. Monsieur le président, vous savez très bien que c'est un sujet qui préoccupe grandement l'AEFO, qu'il s'agisse de gestion ou d'extension du système catholique.

L'AEFO est bien consciente que le projet de loi 75 ne s'adresse pas au problème du financement de base de l'éducation en langue française en Ontario. Par contre, l'Association croit que le comité permanent des affaires gouvernementales devrait faire des recommandations au gouvernement à ce sujet. Le droit des élèves de langue française à recevoir une éducation dans la langue de la minorité doit s'exercer de façon équitable. L'article 23 (3) de la Charte des droits et libertés s'adresse à la question du financement par les fonds publics. Ce financement doit être équitable pour tous les élèves de la minorité. Il doit être aussi équitable lorsque comparé aux élèves de la majorité. A moins que le gouvernement ne modifie de façon majeure le système actuel de financement de l'éducation, les élèves francophones inscrits dans les classes, modules ou écoles de langue française catholiques continueront à avoir accès à des ressources financières moindres. L'accès au revenu de la taxe industrielle et commerciale doit être proportionnel au nombre d'élèves sous la juridiction des conseils scolaires. Il est évident que là où la province établira des conseils scolaires de langue française, toutes les ressources financières de la communauté devront être partagées équitablement.

Les élections. Les sections du projet de loi qui traitent des qualités requises des membres de la section française et des personnes désignées comme électeurs préoccupent l'Association. Présentement, à cause d'une situation historique, plusieurs francophones sont contribuables aux écoles séparées à l'élémentaire et contribuables aux écoles publiques au secondaire. Le projet de loi 30, sur le parachèvement du système d'écoles catholiques, ne prévoit pas qu'un contribuable aux écoles séparées au palier élémentaire puisse continuer à choisir de verser ses taxes au secondaire à un conseil scolaire public. L'Association entend présenter des amendements au projet de loi 30 afin de permettre aux contribuables de pouvoir choisir de faire éduquer leurs enfants au palier élémentaire catholique et au palier élémentaire public, ou vice-versa.

L'Association croit que le comité permanent des affaires sociales doit lui aussi s'adresser à cette question,

surtout pour l'élection des comités consultatifs de langue française et des conseils de l'enseignement en langue française prévus pour la fin de l'année 1986. Le parachèvement du système catholique ne se fait pas aussi rapidement chez les francophones que chez les anglophones et ce, pour diverses raisons, dont le financement. Cela veut donc dire qu'en décembre 1986, les contribuables francophones dont les enfants fréquentent deux systèmes scolaires devront renoncer à une partie de leur droit de gestion, et cela nous paraît inacceptable.

La langue d'usage. L'article 23 de la Charte des droits et libertés est généreux dans sa définition des personnes aptes à fréquenter les établissements de la minorité et, par ricochet, envers les personnes qui seront aptes à représenter la population de langue française en tant que membres des sections de langue française et, pour la période intérimaire, en tant que membres des conseils de l'enseignement en langue française. Pour éviter des anomalies, l'Association croit que le projet de loi 75 doit inclure un article qui établira que la langue d'usage durant les délibérations des sections de langue française ou des conseils de l'enseignement en langue française sera le français.

En conclusion, l'Association des enseignantes et des enseignants franco-ontariens vous présente les recommandations suivantes.

Premièrement, que le comité permanent des affaires gouvernementales recommande au gouvernement de l'Ontario d'établir, d'ici le premier décembre 1988, des conseils scolaires de langue française dans les régions de la province qui en feront la demande.

Deuxièmement, que le comité permanent des affaires gouvernementales recommande au gouvernement de l'Ontario d'établir un mécanisme qui permettra, d'ici décembre 1991, à tous les francophones de l'Ontario, de gérer complètement leurs établissements scolaires à l'intérieur des conseils scolaires de langue française.

Troisième recommandation, que le comité recommande au gouvernement de l'Ontario d'assurer un financement équitable des classes, modules ou écoles de langue française.

Quatrième recommandation, que le projet de loi 75 soit amendé afin d'assurer aux sections de langue française le pouvoir exclusif de la gérance complète des classes, modules ou écoles de langue française. Le fait de n'identifier que certains pouvoirs exclusifs n'est pas acceptable.

Cinquième recommandation, que le comité permanent modifie le projet de loi 75 afin de permettre à un

contribuable de verser ses taxes élémentaires au système séparé et ses taxes secondaires au système public, ou vice-versa.

Sixième recommandation, que le comité permanent des affaires gouvernementales modifie le projet de loi 75 afin de permettre aux contribuables qui versent une partie de leurs taxes au système séparé et une partie au système public, d'être reconnus comme électeurs aux deux systèmes.

Septième et dernière recommandation, que le projet de loi 75 soit amendé afin d'assurer que la langue d'usage des sections de langue française et des conseils de l'enseignement en langue française soit le français.

Et ceci termine la présentation du mémoire de l'AEFO, monsieur le Président. Monsieur Schryburt et moi-même sommes disponibles si vous avez des questions.

Mr. Chairman: Thank you very much.

Doctor Allen.

M. Allen: Merci, monsieur le Président, et bienvenue aux membres de l'AEFO ce matin. C'est un plaisir de vous avoir parmi nous et d'être ici à Ottawa, la région nationale pour notre gouvernement fédéral, mais aussi le siège très important pour les organismes franco-ontariens.

J'apprécie beaucoup votre recommandation dans votre bref, mais peut-être, en commençant nos questions ce matin, je veux vous demander si, pour notre comité, vous expliquerez les relations entre votre association et le groupe des enseignants français dans l'OSSTF.

Mme Bourdeau: Nous avons de bonnes relations. En fait, l'Association des enseignantes et des enseignants franco-ontariens regroupe les enseignantes et les enseignants qui enseignent à des élèves de langue française. Le fait que certains membres francophones fassent -- que certains enseignantes et certains enseignants fassent parti de l'OSSTF, de la partie française -- qu'ils soient des francophones. C'est un très grand nombre d'entre eux -- enseignent dans des classes d'immersion.

Et selon les règlements d'appartenance qui régissent la Fédération des enseignantes et des enseignants de l'Ontario, les profs qui enseignent à des élèves d'immersion ne peuvent pas faire partie de l'AEFO, de l'Association des enseignantes et des enseignants de l'Ontario -- franco-ontariens. D'autre part, ceci explique un bon nombre d'enseignants francophones qui font partie de cet organisme. De même font-ils partie aussi, les enseignants, de FWTAO et OPSTF, s'ils enseignent à l'élémentaire public à des élèves

d'immersion.

Il y a un certain nombre d'enseignantes et d'enseignants francophones qui, à partir de 1968, ont optés pour demeurer à l'OSSTF, et ceci explique qu'un certain nombre d'enseignantes et d'enseignants qui devraient faire partie de l'Association des enseignantes et des enseignants franco-ontariens font encore partie de l'OSSTF. Il y a certaines clauses grand-père qui leur permettent de demeurer dans cette association.

M. Allen: Merci.

Mme Bourdeau: Mais permettez-moi -- si vous permettez, je pourrais peut-être ajouter que l'AEFO se considère le porte-parole officiel des enseignantes et des enseignants franco-ontariens.

M. Allen: Oui, oui.

Avez-vous, comme une association des enseignants, en réponse au propos du conseil scolaire de Grand Toronto pour un conseil homogène parmi les -- pour les étudiants et les parents dans le régime public à Toronto?

Mme Bourdeau: Si nous avons pris position? Nous n'avons pas pris position, mais nous voyons ça de façon positive. Nous trouvons l'idée intéressante.

M. Allen: Vous avez fait quelques recommandations pour nous, et vous avez dit que vous donnez votre appui aux recommandations des associations des conseils scolaires françaises. Mais je manque, dans ces recommandations-là, aucune référence entre les -- aux problèmes de conflit parmi les -- ceux qui veulent employer les écoles franco-ontariennes, ceux qui veulent devenir les contribuables pour les sections de langue française, et entre les deux groupes dans les conseils scolaires -- les conseillers français et les conseillers anglophones. Avez-vous des suggestions pour nous pour ce projet de loi, pour régler ces relations entre ces groupes dans l'égard des conflits?

M. Schryburt: Oui. Monsieur le Président, une des solutions qui est proposée est d'assurer qu'il y ait dans chacune des sections le droit à la gestion totale, qui pourrait s'exprimer au niveau du conseil scolaire par la double majorité. Nous croyons que si les décisions qui seront prises par le conseil scolaire plénier étaient assujetties à une double majorité de chacune des sections -- de la section majoritaire et de la section minoritaire -- que ça serait une façon d'éviter les conflits.

M. Allen: Oui. Et une question finale. Comme vous, je pense que ce sera tragique de considérer ce projet de

loi comme la fin de la route pour la gestion scolaire pour les franco-ontariens. Pensez-vous que c'est possible d'écrire, dans ce projet de loi, une section qui dit explicitement que c'est une petite étape transitionnelle vers les conseils homogènes, et que tous les arrangements doivent être pensés comme dans un mode dynamique vers cet objectif? A ce moment, on sent un peu que le projet de loi semble d'être un peu statique et -- les propositions que ces sections-là de langue française, les comités consultatifs -- sont les arrangements permanents dans les conseils scolaires existants en Ontario? Comment -- avez-vous des commentaires sur ça?

Mme Bourdeau: Oui. Bien, l'AEFO considère, lui, que le projet de loi 75 n'est qu'une étape vers les conseils de langue française. L'AEFO verrait de façon très positive qu'il y ait un paragraphe ou des paragraphes qui le disent explicitement dans le projet de loi 75. On craint, en effet, à l'AEFO, que ces conseils de langue française -- ces CCLF -- demeurent des mesures permanentes. Si justement le Comité des affaires gouvernementales ne fasse pas des suggestions claires et précises au gouvernement et qui aillent vers des conseils de langue française dans toute la province. Et je me permet de rappeler que quand nous parlons de conseils de langue française pour la province, nous savons très bien qu'il y a certains endroits où il faudra faire des regroupements. Et nous verrions bien une proposition du comité dans ce sens également. Des regroupements ---

M. Schryburt: Monsieur le Président, une autre -- une façon qui pourrait être abordée par le comité au niveau du projet de loi serait d'avoir une clause qui permet un certain "opting in" à une formule de conseil scolaire francophone. Et le projet de loi, à ce moment-là, pourrait -- s'il est adopté à peu près en même temps que l'on discutera le projet de loi pour l'établissement d'un conseil scolaire dans Ottawa-Carleton -- le projet de loi 75 pourrait avoir une référence reliant la structure du projet de loi pour Ottawa-Carleton et la possibilité que là où il y aura des sections de langue française et que la population le réclamera, cette population pourrait choisir la voie d'un conseil scolaire homogène.

Et ça, je pense, que ça pourrait se faire à l'intérieur du projet de loi 75 -- plutôt qu'une déclaration d'intention du comité ou une recommandation du comité. Les deux voies sont, je crois, possibles. Nous préférons sûrement que ça soit par voie de modification au projet de loi, qui permettrait à la communauté francophone -- à Sudbury, à Cornwall, à Hearst -- de dire, bon, bien, nous avons une section de langue française. Aux prochaines élections, nous donnons avis au gouvernement que nous aimerions voir établir un conseil scolaire francophone dès décembre 91, sous le modèle de celui qui serait établi dans la région d'Ottawa-Carleton.

M. Allen: Merci.

Merci, monsieur le Président.

Mr. Chairman: Mr. Poirier?

M. Poirier: Merci, monsieur le Président, et merci de votre présentation.

Moi, j'aurais peut-être deux questions particulières qui m'intéresseraient. On parle, évidemment, de cette venue d'Ottawa-Carleton, d'un conseil scolaire homogène de langue française. Evidemment, au moment où nous nous parlons, nous n'avons pas d'idée quelle sera sa version finale, sa structure finale. On a des opinions -- autant d'opinions qu'il y a de possibilités de faire un conseil scolaire homogène. Est-ce que l'AEFO aurait une opinion, de commenter sur un conseil scolaire homogène de langue française qui serait, selon elle, idéale pour les besoins des franco-ontariens, et aussi peut-être en répondant, de rattacher ça à vos recommandations 5 et 6, face au financement qui permettrait aux contribuables de verser soit au séparé ou soit au public, ses taxes?

Mme Bourdeau: Alors, tout d'abord, la première partie de votre question, comment l'AEFO voit -- quel est le portrait qu'elle se fait d'un conseil de langue française dans la région d'Ottawa-Carleton. Bien sûr, elle adhère au projet "Foucher" et puis le rapport du Frère Maurice Lapointe également. Et tout ça, ça rejoint la position que le comité conjoint avait pris au cours de l'été et avait recommandé au gouvernement, soit un conseil de langue française avec deux composantes: une confessionnelle et l'autre non confessionnelle. Alors, l'AEFO rejoint, par cette position, plusieurs organismes franco-ontariens de la région et de la province.

M. Poirier: Donc, de fait les contribuables auraient, dans ce modèle-là, leur choix, d'un bout à l'autre d'aller au public, d'un bout à l'autre d'aller au séparé, ou de mélanger à volonté, le stage soit au sein du secteur public ou du secteur séparé au sein du conseil scolaire homogène, n'est-ce pas?

Mme Bourdeau: C'est ce que nous voudrions.

M. Poirier: Bon. Voilà. Et ma deuxième et dernière question. On fait face, à titre de membres de comité, aussi à différentes opinions, à savoir qu'est-ce qui devrait venir en premier lieu, soit les projets de loi 75 et 30 en même temps, 75 avant 30, 30 avant 75, ou c ou d, les trois choses en même temps. Qu'est-ce que vous pensez?

Mme Bourdeau: Je pense qu'il faut régler le plus les problèmes, lequel doit venir l'un avant l'autre -- pour l'Association, il a semblé à un certain moment que si on réglait

la gestion, qu'il serait peut-être plus facile de procéder avec le projet de loi 30. Cependant, on est pas certain. Il nous a semblé, à un moment donné -- je pense qu'il faut procéder le plus rapidement avec le projet de loi 75 et puis le projet de loi 30.

M. Poirier: Donc, vous croyez -- vous n'avez pas d'opinion contraire, à savoir que advenant que les deux soient présentés en même temps, vous ne voyez pas de problème particulier -- que vous avez pu déterminer?

Mme Bourdeau: Je n'en vois pas. Je ne sais pas si mon collègue en voit, non.

M. Schryburt: Non, monsieur le Président. Je ne crois pas qu'il y ait de difficulté de procéder en même temps avec le projet de loi 30 et le projet de loi 75. Par contre, il y a une grande importance à aller de l'avant le plus tôt possible avec le projet de loi 30 parce que des programmes sont mis en oeuvre dans des conseils scolaires et des protections ne sont pas assurées par des garanties légales. Alors, si on avait -- si on nous disait on peut passer le projet de loi 30 au mois de mai puis on pourrait passer le projet de loi 75 en juin, bien on serait bien heureux. Mais si on nous dit il faut reporter à l'automne, on vous supplirait de procéder avec le projet de loi 30, pour assurer à la communauté qui exerce des choix d'avoir des protections législatives requises.

M. Poirier: Merci bien. Merci, monsieur le Président.

Mr. Chairman: Mr. Guindon.

M. Guindon: Merci, monsieur le Président, et bonjour à l'AEFO.

Ma question serait peut-être un éclaircissement, si vous pourriez me donner une idée à peu près des autres régions, à part d'Ottawa-Carleton, qui pourraient supporter un système scolaire francophone?

Est-ce qu'il y en a d'autres, d'abord?

Mme Bourdeau: Monsieur le Président, tantôt monsieur Schryburt a mentionné la région de Sudbury; a mentionné la région de Cornwall, de SDG; sans doute qu'il y a Prescott-Russell; le Nipissing. Ces régions certainement pourraient supporter un conseil de langue française. Dans les autres régions, il faudrait sans doute procéder à un regroupement de conseils scolaires, pour permettre -- pour avoir une population suffisante -- pour justifier l'établissement d'un conseil de langue française.

M. Guindon: En ce qui -- sujet à la période

intérimaire -- est-ce que vous trouvez que c'est suffisant, la loi 75, à ce sujet-là?

M. Schryburt: On considère que durant la période intérimaire -- et là je suppose que vous parlez de décembre '86 à novembre '88 -- on considère que l'étape qui est proposée permettrait au gens de se familiariser avec un processus. Ça serait un apprentissage à la fois pour les conseillères et les conseillers francophones, et pour les conseillères et les conseillers anglophones. Alors, dans ce sens, l'idée d'avoir des mesures intérimaires nous plaît. On préfère ça au status quo jusqu'en novembre 88. Alors, il nous apparaît que les mesures qui sont là, si elles donnent seulement un certain droit de regard sur la gestion des écoles de langue française, ça constitue quand même une étape d'apprentissage qui faciliterait l'établissement des conseils -- des sections de langue française ou des sections de la langue minoritaire en décembre 88.

M. Guindon: Merci, monsieur le Président.

Mr. Chairman: Are there any other questions?

Thank you very much.

Mme Bourdeau: Merci beaucoup.

Mr. Chairman: The next presentation is from Roberta Anderson, who says she is a private citizen.

Ms Anderson: Who says.

Mr. Chairman: We find usually that the private citizens have another interest or position or whatever. But you will tell us about that, Roberta, please, and introduce your guest.

ROBERTA ANDERSON

Ms Anderson: Thank you.

My name is Roberta Anderson and I am a trustee with the Ottawa Roman Catholic Separate School Board, but I am in no way officially representing that board here today. I am simply here because of my keen interest in education in general, Catholic education in particular.

My companion is Rita Desjardins, who was a trustee on the Ottawa Separate School Board for 16 years and, although Mrs. Desjardins is no longer a trustee, I find that her wisdom and knowledge have been an unfailing resource to me over the years, and so she has collaborated with me on this brief although she chose not to have her name appear on it.

So I have asked her to join me today, and if you do later have any questions I am sure she would be pleased to respond as well as myself.

Allow me to begin, gentlemen, by thanking you for this opportunity to express my views on Bill 75. It is a pleasure to be in the position of speaking to a draft legislation document, the principle of which I frankly and firmly endorse.

As you are aware, Ottawa-Carleton is preparing for the establishment of a French school board by 1988. However, if for any reason this should be delayed it is of the utmost importance, from our local point of view, that interim governance accommodate both current needs and future plans for both language groups.

Bill 75, implemented in Ottawa-Carleton, will be a natural progression towards the establishment of autonomous linguistic boards.

Terminology in the Bill. It is often overlooked that in many jurisdictions in Ontario the impact of Bill 75 is equally significant for the English-language community as for the French-language community. In many Catholic school boards -- 17, I believe -- English is the language of instruction of the minority of pupils.

It would be practical and functional that a statement in the explanatory notes outline that for purposes of Bill 75, references to minority language apply to either English or French minorities as identified within each board. This would simplify and shorten the Bill by eliminating covering the same ground twice for the second language.

Suggestions in the brief presented to this committee by the Ontario Catholic Supervisory Officers' Association and the Ontario Separate School Trustees' Association would logically follow:

That abbreviations for majority language (MAL) and minority language (MIL) replace present abbreviations for French language (FL) and English language (EL) in the titles of various board committees.

Enumeration. With the introduction of Bill 75, enumeration is taking on a new dimension. As a former enumerator, I am well aware of how confusing the question of school support can be, especially with the mobility of our citizens today, both interprovincially and internationally.

There are a variety of ways in which an elector can qualify to support a French education system under Section 23 of the Canadian Charter of Rights and Freedoms. A list of the range of qualifications, in both English and French, to be

presented when questions arise would be an appropriate addition to the enumerating kit.

In addition, it is crucial that all enumerators and their instructors be thoroughly trained in the application of Section 23. Under no circumstances should the name of an elector be assumed to indicate either their spoken language or their school support.

Representation. There are inherent geographic problems associated with Bill 75 which must be solved. For example, the City of Vanier, predominantly French-speaking, elects one trustee to the Ottawa Roman Catholic Separate School Board, who is also historically French-speaking. After January the 1st, 1987 it is reasonable to expect this trustee to sit on the French-language or minority-language education council. This would leave the families of Assumption School, Vanier's English Catholic school, with no representation on their English-language or majority-language education council. Problems of a similar nature affecting both language groups exist throughout the province. Our neighbouring board, Carleton Roman Catholic, is another example of a board experiencing these complications.

It is assumed that before the 1988 election a major reorganization of the distribution of representation for wards, townships and cities within each jurisdiction will be undertaken province-wide based on the linguistic distribution of the electorate, and that this reorganization will ensure appropriately distributed representation for both language groups. However, during the 23-month interim a significant number of people will be automatically disenfranchised. There does not appear to be a ready solution to this problem, but certainly a solution must be found.

Bill 75 is designed to provide proportional representation where possible, based on pupil population. This question deserves to be dealt with within the 23-month interim as well and yet, the interim proposal does not address it.

As an example, in the Ottawa Roman Catholic Board there are nine French trustees and seven English trustees, yet two-thirds of our pupils attend English schools. I believe the opposite is true in Nipissing, where there is a majority of English trustees on the board and a majority of French students who are served by that board.

Recognizing the importance placed on proportional representation by the Bill, the delay in dealing with this kind of inequity cannot be readily justified. It is suggested that this question be addressed within the Bill.

Interim services. In Ottawa, the vast majority of

French students attend Catholic elementary schools and Board of Education secondary schools. From January the 1st, 1987, until a French school board is established, must these students have their education purchased by the Ottawa Catholic School Board unless an interim transfer of facilities is arranged, and would that, in the short range, be practical?

I might just mention at this moment that a division of taxes between the public secondary and the Catholic elementary would be absolutely unacceptable, as it would contradict the intent of Bill 30.

The Ottawa Catholic School Board is spending roughly \$1000 less per pupil than the Board of Education. While we will be receiving additional residential taxes our business and commercial tax base is a small fraction of that of the Board of Education, about 10 per cent of its base.

Budget flexibility is restricted by this inequity and will remain so until the MacDonald Commission Report is acted upon.

While it is reasonable, if purchase of service occurs, that the Board of Education should expect reimbursement of their per-pupil costs, it is also reasonable that the Catholic School Board not be expected to pay fees for which it has a totally inadequate tax base. It should be borne in mind that although the French students are highly visible because of their concentration in French-language schools, there are many English Catholic students in Board of Education secondary schools for whom services will also have to be purchased.

As an interim measure it is feasible that Bill 75 include a provision for a grant to span the per-pupil cost gap or, barring this, a formula which would divide the difference so that neither board experiences the full brunt of the discrepancy.

Ottawa-Carleton: The politics.

I would like you to know this is not a comprehensive view of the politics of Ottawa-Carleton. That would take about three volumes, but it is just one small aspect.

The four school boards of Ottawa-Carleton have been informed that a French-language school board will be established in Ottawa-Carleton by 1988. Because the French language component of the Catholic boards is relatively large, we are experiencing a much greater impact from this Ministry action than the boards of education, since it is virtually our dismantling that we face. The knowledge that separation of children, of assets and of personnel is imminent has consequences which are already affecting the objectivity of

deliberations and decision-making, two fundamental responsibilities of a school board. In these circumstances linguistic confrontation is difficult to avoid in such areas as capital expenditures, assets and programs.

Cultural autonomy is recognized as a cornerstone of French education. The same autonomy, although not generally conceded, is equally essential in English education.

In the best interests of the Catholic boards of Ottawa and Carleton, Bill 75 must be implemented as soon as possible. It provides a natural and functional transition stage between our present structures and the final dismantling of our boards. It is the vehicle through which many of the pressure points will be relieved over the next two and a half years, and it will help to ensure a safe and congenial passage through the treacherous waters on which we have been arbitrarily embarked.

In conclusion, the provision of minority-language governance in Ontario will provide a cultural autonomy, the benefits of which will undoubtedly outweigh its birth pangs.

Thank you, Members of the Standing Committee on General Government, for this opportunity to share my comments, suggestions and opinions. May your formidable task be completed quickly and to the utter satisfaction of all.

I would be happy to clarify, elaborate on any point that I have made or shall respond to any other questions.

Thank you.

Mr. Chairman: Thank you very much.

We can do most of the things you ask if there is the will, but I am not sure about that last one, "the utter satisfaction of all."

However, Mr. Poirier will tell us how to do it. You are next.

Mr. Poirier: Whenever Mr. Chairman has a tall order he always gives it to me.

Thank you for your presentation.

As you have noticed earlier this morning we have been asking individuals and groups how they wanted it served, 75 first, 30 first or both together and what their opinions are on this. I notice very clearly that towards the end you were suggesting that Bill 75 come first and very rapidly.

If I am not mistaken you are a trustee with the

separate school board. It is rather interesting in a sense. I would like you to explain further why you feel this way. You would think that Bill 30 would also be very important to come first. I am trying to look at this as objectively as possible, of course.

Correct me if I am wrong. If Bill 75 comes first, before Bill 30, that would mean that you would establish French-language units in the current status quo as we know it right now. And Bill 30 coming in afterwards, you would tend to keep the status quo, and especially since the French-language Bishops came out last week stating that French-language school boards should be Catholic. Could you knit all that together for us and try and give us a picture of how you see it, please?

Ms Anderson: That is a very broad invitation to speak.

First of all, I do not intend to give the impression that I would prefer that Bill 75 come into place before Bill 30. If Bill 75 should be in place today, Bill 30 ought to have been in place yesterday. So there is a very strong feeling, on my part, as an individual trustee, that both of these bills are urgent. Once the decision is made it becomes very urgent to reach the conclusion because the birth pangs, as I mentioned, are very, very uncomfortable for everyone concerned.

I know that in Ottawa-Carleton we are sort of overwhelmed with the idea of a French school board, and it seems to dominate our ability to consider only Bill 75. So I can probably say things that you have heard said elsewhere in the province.

My priority is Bill 30 as a Catholic trustee, absolutely. My opinion lies directly with that of the francophone Bishops. The school board, French-speaking in Ottawa-Carleton, ought to in fact be a Catholic board. That does not preclude service to non-Catholic students, but the position I have is consistent with that of my board, which took this position a number of years ago when the question was initially raised. We approved the concept at that time of a French-language school board for Ottawa-Carleton, from Kindergarten through to Grade 13 at the time, and that it be a Roman Catholic Board. So I have no conflict with that.

I have a problem really understanding the reason why it is important to have one Bill before the other, because they are both happening at the same time, virtually. The planning is being done at the same time and I am not too sure exactly what you perceive as being the difference in impact, whether one is in place a week before the other or vice-versa.

Mr. Poirier: I do not imply anything; that is why

we asked the different groups and individuals that come before us what they would see, so that we can get some feedback as to what the opinions are. We have definitely not made up our mind. We have not started to deliberate. But we asked the question to find out how you feel about it.

Ms Anderson: It is my opinion that the Catholic community in general would certainly feel that Bill 30 would be a priority, and this would be reflected in the opinions that they would express. I do not perceive that as in any way complicating the application of Bill 75.

Mr. Poirier: M'hm. Okay.

Thank you.

Thank you, Mr. Chairman.

Mr. Chairman: Dr. Allen.

Mr. Allen: Thank you very much, Mr. Chairman.

I am pleased that some of the trustees of the area boards are coming before us as individuals and giving us the benefit of their experience and advising us with respect to this particular Bill, Bill 75.

I want to thank you for the observations that you make about a number of the problems that we will have with respect to the Bill, the enumeration, the problems of jurisdiction of those trustees who opt to become members of the French Language Education Council, the financial difficulties. Obviously, a lot of things are in a process of transition at the moment. We are not likely to get a resolution of the financial problem, as you say, until we get some response to the MacDonald Commission and the proposals that it has made.

I think that for some time this region has been, for example, in favour of at least some local pooling of commercial and industrial assessments and that, I think, would help a great deal around the province, to have a regional scheme of pooling of those incomes, and would get around some of the fears of inequity that might accompany the establishment of French-language boards and services on a more generous scale.

What I would like to comment on, though, to perhaps have a further comment from you, after your response to Monsieur Poirier, I was not present and close to the pronouncement that the French Catholic Bishops made -- or the Catholic Bishops made two week ago.

My understanding from some reports is that the statement was not quite as clear-cut as it was reported in the

press, that the principle concern of the Bishops was that Section 93 rights be preserved, but they were not absolutely dogmatic about the board in every case -- the French board in every case being a Catholic board in the existing separate system. And I gather that in some discussions this happened since. In the press, interviews and so on, some of the Bishops at least have taken some pains to make it clear that they were not pronouncing absolutely against French boards that were not, in the first instance, separate school boards. Am I hearing correctly, that that is the case and what is your own sense of that?

Ms Anderson: I cannot pass judgment on your hearing, Mr. Allen.

I really probably am not any better informed than you are. We have had no formal presentation at our board, nor have I had any ---

Mr. Allen: I see.

Ms Anderson: --- particular ear to the French Bishops' discussions.

All I can do is give you my own impression and, again, we all recognize the problem is a very complex one. I am sure that we all know that not all Franco-Ontarians are Roman Catholic. So that is fact number one.

Fact number two is that it is my understanding that the Constitution says that Catholics govern Catholics, so that any French Catholic school would be governed by a French board or French Catholic trustees. And this would preclude having non-Catholic trustees govern French Catholic schools.

All I am doing is elucidating the problem. I cannot, you know, provide you with a pat answer, but I believe all of those things. So I envisage a French Catholic board, since the majority of Franco-Ontarians, in terms of their educational pursuits, would appear to be Roman Catholic. It would seem appropriate that the board be a Roman Catholic board and that some accommodation be made for those students who are not Roman Catholic.

Mr. Allen: I think one of the -- let me put it this way. We have recently had a major, major report on French education in Ontario done by Professor Stacy Churchill at OISE. It makes it fairly clear that in the realm of education for that education to be effective it is essential that language and culture be viewed as primary. The consequences of that not being the case for Franco-Ontarians, he concludes, is that they will remain subordinate and secondary in all their other pursuits in their social and economic existence.

I gather from what you are saying that you would not have a problem with French boards as long as -- and structured primarily in the first instance as French language boards, providing Section 93 rights were not in any way compromised. Would that be a fair conclusion?

Ms Anderson: As long as decisions governing French Catholic students were made by Catholics, then I would have no problem at all.

Mr. Allen: Right.

Ms Anderson: I respect the -- I have made the point in my brief that in fact the English cultural needs are parallel, at least at our board, to the French cultural needs, and the need for autonomy is very real as well.

Mr. Allen: Yes, I appreciate that. And I think that, as you say, we have overlooked that and it is probably because we simply assumed it to be the case, that the majority would have those rights looked after now that there are no majorities in Ontario, if I can put it that way, and we are all minorities; we have to perhaps redefine a number of things.

Ms Anderson: I might just add, because I meant to say it earlier, too, when you mentioned language and culture, that I do not separate religion from culture. And I think if you go back into prehistory that religion has been around as long as language has, or as long as we have defined culture. So you know, it is pretty hard to separate the two.

Mr. Allen: I do not have any problem with that.

Thank you, Mr. Chairman.

Mr. Chairman: Mr. Hennessy.

Mr. Hennessy: On page 3, on the top area, you mentioned that: "Under no circumstances should the name of an elector be assumed to indicate either their spoken language or their school support."

The other day that did come up in Toronto and I think that there could be a lot of difficulty in that respect. People have different names like O'Connor and you would assume they would be Irish Catholic, but they are not, they are French Canadians, and that has happened. There are many other names also, and I just would like you to elaborate on this question I have asked you.

Ms Anderson: I do not think there would be any problem if the enumerating is being done according to the book, depending on the nature of the book. But it has been my experience that sometimes, you know, if the weather is really

bad or someone is not home when you have gone to their door four times, that one just assumes that one is either a public school or a separate school supporter. Not that it has been my personal practice, but I am aware that such things have happened. And certainly in our board we have instances where we employ people who simply try to look after the enumeration problems that arise, because enumeration has not been done fairly and thoroughly. So therefore if, in fact, the choice is becoming even more complex, and one must choose a language as well as a faith or non in terms of their school support, then it becomes even more important, I think, that the enumerators be well-versed in what is not only expected of them but in what is their legal responsibility to perform. So it is really a matter of emphasizing that the training process be extremely explicit and comprehensive.

Mr. Hennessy: You do not think this could be a problem when the enumeration commences?

Ms Anderson: I obviously think it could be, but if the instructors themselves have been well trained, and if they pass on concerns to the enumerators, then -- and I think too, when it is a new type of enumeration, the media are going to be watching, the people are going to be very sensitive to the fact that they are having these choices in their enumeration.

Also, I have a real concern about people fully understanding how they can qualify to support a French school board. For example, if I went to a French school system in the province of Manitoba and I moved to Ontario and I married an English person and we did not speak French in our home, and we had a child and we decided to send that child to a French school, I would have a right to do that because I had attended a French school myself. And yet, people might not be aware of that.

So there are a number of little innuendoes that would not be common knowledge, and I really feel that some list of the variations through which one can qualify to be a French school supporter should be available so that people do not think they are automatically excluded.

Mr. Hennessy: Thank you very much.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

Good morning, Roberta.

Ms Anderson: Good morning, Bill.

Mr. Davis: Roberta, how would you protect the Francophone who is non-Catholic in your board -- in the Francophone board that you are talking about?

Ms Anderson: That is one of the questions that I did not have an answer to, and I might have known you would have asked it.

--- Laughter

Mr. Hennessy: You know him, eh?

Ms Anderson: What is being suggested is that the non-Catholic would be at the same disadvantage as the Catholic because -- as the Catholic would be if it were not a Catholic board, because the representation would not be there if it is a Catholic board. And I do not really have a ready answer to that. I do not know whether it could be done -- I would not dare suggest it be done through a separate election because then you are into subdividing subdivisions and it becomes endless. I can only pose the question -- if I had the answer I probably would not have raised it as a question, but I would have provided it readily without even being asked.

I would like to ask Mrs. Desjardins to make a comment.

Mrs. Desjardins: Again, I am only going to make a suggestion.

In the past -- this enumeration is going to get very, very complicated. I think we are going to have to have documents for each household or each voter to sign to make sure they are in the right grouping.

In the past, with the Board of Education, according to representation we had Catholic trustees. I suppose when we are getting into such an involved enumeration we could also give thought to a number of non-Catholic trustees on a French language board. It is going to be very complicated but I do not know how else you could possibly get around it.

Mr. Davis: Well, I was under the understanding that in the Ottawa-Carleton area, and as I have read the various documents, that the homogeneous school board, the francophone school board would be a francophone school board, it would not be designated as Catholic or non-Catholic. It would be francophone. And it would be their responsibility then to ensure that both sectors of the Francophone community would have access to a school system that meets their specific needs. Now, could you buy that kind of equation?

Ms Anderson: It is very interesting that you have read a number of documents that delineate the nature of a French school board. Many of the students of which would have come from the board on which I sit as a trustee, because officially our board has never been consulted in any way, at any

time, as to the nature of a French board in Ottawa-Carleton; nor have we particularly been well-informed -- well, we have been informed, sort of later, that this is going to happen or that is going to happen. So there has been no process by which someone has said to us, within the last three years, how do you perceive this officially, as a board who is losing its own identity in the process. And I might say that I object to having been left out of any of the deliberations up to this point. So therefore I am not, probably, privy to a lot of the documents to which you people have access.

Mr. Davis: Well, they were public documents. It was just the various findings that they have gone through in debating the issue.

Ms Anderson: But the official position of our board is that a French board would be Roman Catholic. And so therefore I cannot pursue any other position.

Mr. Davis: Okay. Fine.

Thank you, Mr. Chairman.

Mr. Chairman: Thank you very much, and your presentation has been helpful.

Ms Anderson: Thank you.

Mr. Chairman: Thank you.

Ms Anderson: I would just like to re-emphasize that it is really important in Ottawa-Carleton that Bill 75 come in and I would like you to re-read the section of my brief which suggests that it is extremely difficult to do our day-to-day work when we know that both language groups have a vested interest in the assets of the board, and it is extremely complicating. So I encourage you to ensure that this uncomfortable situation is alleviated.

Thank you.

--- Applause

Mr. Chairman: Thank you.

The next presentation is by the French Trustees Association, Rodrigue Landriault and others. Rodrigue, would you please come up and introduce to us your companions?

ASSOCIATION FRANÇAISE DES CONSEILS SCOLAIRES DE L'ONTARIO

M. Landriault: Merci, monsieur le Président.

Membres du comité, je voudrais tout d'abord vous présenter la délégation. En commençant par la gauche, la vice-présidente de l'Association française des conseils scolaires de l'Ontario -- vice-présidente élue par les conseillers des écoles catholiques, des écoles séparées. A sa droite et à ma gauche, le directeur-général, monsieur Jean-Louis Bourdeau. Et à ma droite, monsieur Charlemagne Lamarche, qui est le vice-président de l'Association, élu par les conseillers francophones qui siègent au conseil d'éducation et par les membres des Comités consultatifs de langue française.

Monsieur le Président, membres du comité, je pense que la composition de notre délégation indique bien les gens que nous représentons et pour qui nous avons l'intention de parler ce matin.

Notre association regroupe des conseils scolaires de l'Ontario qui ont des élèves francophones. Nous avons environ 90 conseils membres qui regroupent 90,000 élèves. Nous représentons et le secteur francophone catholique et le secteur francophone public, étant donné qu'on retrouve des élèves dans les écoles élémentaires et secondaires publiques dans différents milieux dans la province.

Je vous fais grâce, monsieur le Président et membres du comité, du préambule historique, excepté pour mentionner deux points. Tout d'abord, c'est qu'il y a plus de 20 ans que notre association revendique la gestion scolaire. Et évidemment depuis la décision de la Cour d'appel qui a statué que la loi sur l'éducation violait la Charte canadienne des droits et libertés en ce qui a trait aux droits de la minorité francophone, notre action s'est bien sûr amplifiée et accélérée.

Je pense que le projet de loi 75 est une amélioration sur les projets de loi 160 et 28, mais malheureusement nous constatons que même à ce moment-ci, il y a encore des points qui sont omis ou négligés. Nous appuyons bien sûr le projet de loi 75 mais nous croyons que dans deux domaines -- sur deux aspects -- il ne confère pas vraiment une gestion complète et une gestion telle que prévue par la décision de la Cour d'appel.

Premièrement, jusqu'en 1988, dans les mesures intérimaires, le projet de loi prévoit le maintien de comités consultatifs. Et après 1988, où il y aura moins de 300 élèves résidents externes ou moins de 10% de l'effectif total du conseil, les comités consultatifs sont perpétués. Je pense que par leur définition, quand on dit consultatif, il est très évident que -- être consulté ce n'est pas de gérer. On sait que les comités consultatifs ont à peu près aucun pouvoir décisionnel. Et nous croyons que c'est un concept dépassé et qui devrait disparaître le plus tôt possible, pour être remplacé par une vraie gestion.

Deuxièmement, dans la répartition des pouvoirs, nous croyons que le projet de loi 75 -- qui est un bien sûr un progrès -- n'accorde qu'une gestion partielle. Et ça m'amène au bas de la page 6, à notre première recommandation.

Nous croyons que la Cour d'appel a reconnu à la minorité francophone d'Ontario le droit à un contrôle réel et efficace de ses écoles. Et c'est pourquoi nous continuons, et nous continuerons. J'ai bien l'impression que la population ne va pas changer d'opinion là-dessus, à exiger la création de conseils scolaires exclusivement francophones, mais reconnaissant les droits religieux, partout en Ontario où les francophones désirent l'exclusivité de leur gestion.

Pour ce qui est de commentaires spécifiques -- et je m'adresse au haut de la page 7 -- nous sommes heureux, qu'à compter de janvier 87 si le projet de loi est mis en vigueur comme nous l'espérons bien, les CCLF -- et j'en ai parlé tout à l'heure -- seront remplacés par des conseillers scolaires là où il y a un module de langue française. Mais dans les milieux où il n'y a pas de module de langue française et où il n'y a pas plus de 300 élèves ou de 10% du total, les comités consultatifs seront maintenus.

Et encore là, je l'ai mentionné tout à l'heure, et je crois que c'est un point fondamental. Nous croyons que c'est contraire à l'esprit de la décision de la Cour d'appel. Je pense que la Cour d'appel a été assez claire, que dans les milieux -- et nous sommes assez réalistes pour réaliser que la population dans certains comtés, dans certains territoires, n'est pas assez nombreuse pour justifier la création d'un conseil scolaire. Mais la Cour d'appel a indiqué que les restrictions géographiques qui étaient imposées par une législation de la province pouvaient être éliminées.

On n'a qu'à regarder du côté du Québec, par exemple, où des conseils scolaires anglophones -- si je comprends bien -- le conseil du Grand Montréal va pratiquement jusqu'à Gaspé. Et je pense que dans le moment, il y a devant les tribunaux de la Saskatchewan une demande pour un conseil francophone pour toute la province.

Alors, ce ne sont pas des concepts qui n'existent pas ou qui n'ont pas été considérés et qui ne peuvent exister. Les limites géographiques -- et au haut de la page 8 nous avons notre recommandation -- nous croyons que les limites géographiques imposées aux conseils scolaires ne peuvent les dispenser de fournir des établissements d'enseignement en français. Et si -- et le Bill 119 prévoit le droit à l'éducation en français -- à ce moment-là elles ne peuvent non plus faire obstacle aux droits des francophones à la gestion de ces établissements d'enseignement.

Alors, il faudrait considérer un regroupement, que

ce soit un conseil francophone pour le Sud-ouest, ou pour les territoires, où les nombres dans les conseils -- dans les territoires existants -- ne sont pas assez nombreux. Et encore là, même en Ontario -- si je comprends bien -- on nous dit que les territoires des conseils publics et séparés ne sont pas toujours les mêmes. Alors, ce n'est pas un concept si révolutionnaire que ça.

On donne, dans notre mémoire, l'exemple du Sud-ouest, de l'Ecole L'Essor, qui est située et qui est sous la juridiction du comté -- du conseil d'éducation d'Essex -- où on a 595 élèves: 260 résident dans la ville de Windsor. Et selon le projet de loi 75, les francophones du comté d'Essex auront droit à un seul, dès janvier '87, mais ceux de Windsor n'y auront pas droit. Comment peut-on justifier qu'une ligne artificielle, créée par législation, enlève aux résidents de Windsor leurs droits sous l'article 23, d'avoir la gestion?

Et le cas de Windsor n'est pas unique. Si on s'adresse simplement dans le Sud et le Sud-ouest, il y les comtés de Brant, de Waterloo, de Wellington, de Lincoln, de Halton, de Peel, de York et de Durham, qui sont dans la même situation.

Notre troisième recommandation c'est que nous croyons que la meilleure façon de régler ce problème serait l'établissement de conseils scolaires francophones dont les limites géographiques permettraient de regrouper les francophones, et assureraient à tous un droit de gestion égal et conforme à la Charte des droits du Canada. Et nous croyons que ces démarches pour créer de tels conseils devraient être entrepris dans les plus bref délais.

En ce qui a trait au pouvoir, les articles 277 (h) et 277 (l) -- nous déplorons que ces articles ne donnent pas une gestion complète à la minorité francophone: par exemple, dans l'embauche du directeur-général et du personnel administratif, qui certainement a un impact sur la livraison des services éducatifs. Nous croyons fondamentalement que tous les pouvoirs devraient initialement être exclusifs et que les conseillers pourraient ensuite convenir de regrouper -- d'avoir des pouvoirs en commun -- selon les besoins du milieu. Je pense qu'on nous a dit -- et on nous a indiqué -- et je pense que c'est une excellente direction à prendre -- qu'il faut être créatif et qu'il faut arriver avec des solutions qui peuvent être différentes selon les besoins des différents milieux de la province. Nous croyons donc qu'un vote à double majorité serait essentiel sur toutes les questions.

Je voudrais m'adresser brièvement à la question du scrutin général. Présentement, dans plusieurs territoires, il y a soit des quartiers ou des municipalités où les conseillers sont élus. Et on se demande -- et je ne crois pas qu'il soit question de changer la loi de l'éducation telle qu'elle existe.

Alors, dans mon conseil, par exemple, où je siège présentement, les anglophones vont continuer à être élus sur une base de quartier. Et chez nous, les quartiers, ce sont les municipalités.

Pourquoi est-ce qu'on veut un scrutin général pour les francophones? Je l'ignore. Il me semble que ce serait un amendement assez simple et assez facile, de simplement répartir à l'intérieur des quartiers. Et pour vous donner un exemple, j'ai essayé ce matin rapidement d'indiquer -- si j'avais à me présenter sous le projet de loi 75 -- j'aurais à représenter des territoires qui regroupent les députés Poirier, Morin, Grandmaître, Bates, Mitchell, Stirling, et Bennett. Alors -- et j'en ai peut-être échappé. Je pense que le député Yakabuski, de West Carleton -- j'aurais également à faire campagne là.

Je pense que vous comprenez les difficultés d'une campagne électorale, et s'il faut faire campagne dans tous ces territoires, je pense que le contact avec la population va être assez dilué. Alors je pense que le maintien de quartiers ou de représentants par municipalité serait un amendement très facile à faire et qui donnerait une meilleure représentation à la population et serait beaucoup moins irritant pour les conseillers en campagne.

Pour ce qui est du nombre de membres de la section française à la page 12, nous sommes d'accord avec un minimum de trois. Par ailleurs, nous croyons que le fait de rattacher le nombre à la proportion des élèves des deux groupes créera des situations illogiques. Deux milles élèves dans certains territoires auront trois conseillers et d'autres en auront quatre ou cinq.

Nous croyons qu'il serait plus logique de baser le nombre de membres de la section sur le nombre d'élèves à desservir. Et nous vous proposons, au haut de la page 13, une formule qui a été débattue avec différents milieux en province et qui semble assez acceptable pour assurer une représentation plus équilibrée entre les différents territoires.

Nous voudrions également attirer l'attention du comité sur l'article 277 (g), qui pose un grand dilemme à beaucoup de francophones en ce qui a trait à l'appui scolaire. La grande majorité des francophones de l'Ontario sont contribuables des écoles séparées catholiques au palier élémentaire. Par contre, ils sont contribuables des conseils d'éducation au palier secondaire. Si le projet de loi 30 est adopté dans sa forme actuelle -- et nous le souhaitons -- il ne sera plus possible aux francophones catholiques d'être contribuables des deux systèmes en même temps.

Pour plusieurs raisons, dont le financement n'est pas le moindre, le parachèvement du système catholique du côté francophone risque de se faire plus tard que du côté anglophone.

Je pense que déjà c'est assez apparent dans la province. Et en attendant, des catholiques francophones devront soit changer leur appui scolaire au conseil d'éducation, soit renoncer à leur droit de gestion pour les écoles qui sont fréquentées par leurs enfants. Ce sont deux options peu satisfaisantes, et nous croyons que le comité devrait être conscient de ce problème.

La formation des conseils d'éducation de langue française en janvier 1987 tel que prévu au paragraphe 277 (v) -- il s'agit des mesures intérimaires. Nous déplorons que des conseillers élus il y a quelques mois par le vote de tous les électeurs, tant anglophones que francophones, dans un secteur électoral donné, aient à faire un choix -- et dans certains cas au détriment de la représentation d'une grande partie de la population -- d'aller dans un groupe ou dans l'autre.

Nous croyons que les élus devraient être permis -- on devrait leur permettre -- de compléter leur mandat pour lequel ils ont été élus et selon les règles du jeu -- selon les lois telles qu'elles existaient au moment de l'élection. Et je pense que le meilleur exemple que je peux donner -- quand on passe un projet de loi, on s'adresse aux problèmes à régler, et le problème à régler dans ce cas ici, c'est le manque de gestion des francophones. Et il serait malheureux de priver de représentation d'autres secteurs en accordant aux francophones un droit que la Cour d'appel leur a reconnu.

Je voudrais dire un mot de l'enseignement religieux. Nous croyons que l'enseignement religieux est intimement lié au fonctionnement quotidien des écoles catholiques. Et nous croyons que les deux aspects religieux et exercices religieux devraient être réservés à chacune des sections et non pas une juridiction -- un pouvoir commun.

En terminant, je voudrais répéter qu'à notre avis, le projet de loi 75 est un pas dans la bonne direction. Mais les lacunes que nous avons mentionnées indiquent bien que la seule réponse valable, à l'opinion de la Cour d'appel, réside dans l'établissement de conseils scolaires francophones partout dans la province où la minorité francophone le voudra. Alors, nous suggérons au comité de recommander que le gouvernement de l'Ontario établisse, dans les plus brefs délais, une commission chargée de la planification et de la mise en oeuvre de conseils scolaires francophones sur tout le territoire de l'Ontario, lesquels conseils francophones respecteraient les droits constitutionnels qui existent déjà -- soit à la confessionnalité ou à ceux qui ont choisis d'aller vers le système public.

Merci, monsieur le président, membres du comité.

Mr. Chairman: Thank you very much.

I did not quite understand what you were referring

to when you talked about elections. But if you would tell me what you would recommend in Simcoe County, then I would understand better.

Mr. Landriault: All right. I would recommend that future candidates to the election of the trustees -- for trustees -- be allowed to run in their own township, as they are presently. Right now, Bill 75 says you are to run at large, which means that my territory, if I was to run in the next election under Bill 75, would go from Rockland to Arnprior -- and that's where I listed all the provincial members that are elected in the same territory. And it is terrible territory. It is much too big to campaign effectively, to properly represent your ratepayers.

So it would be an easy matter just to maintain the existing distribution. In other words, if you are looking at a Board with 16 trustees, if there were to be, let us say, six francophones -- you would say that township is entitled to two; the next township is entitled to one; you group two or three townships to make another seat -- and you end up with a better representation and a campaign that doesn't make you run from one end of Eastern Ontario to the other, almost.

Mr. Chairman: In the case of Simcoe County, you are aware that the bulk of the Francophone population is in the Penetanguishene area?

Mr. Landriault: Yes.

Mr. Chairman: And Base Borden which, of course, is exempt. What would you suggest be done in that particular case?

Mr. Landriault: Well, I think it would depend on what that local population wishes. We are aware -- and Penetanguishene might be one. I think Sault Ste Marie is another area -- where groupings would be difficult because of distances. I think that the Commission should look at that and see what is the most effective way of arriving at a regional board -- if that is what you are addressing.

I know that we have looked very recently at the Windsor/Chatham/Sarnia area, and I think out there you could viably group four or five or six existing counties -- and I do not know how many school boards that would cover -- and have six, seven, eight thousand students within a board.

So that is a viable board, and you are not looking at hopeless distances, especially if you talk to somebody who has been up north. In the existing boards, you might be looking at 60, 70 miles depth by 20, 30 miles width, so it is not hopeless territory. There are some areas where there are problems and they would have to be looked at, but at present there are some

school boards with three trustees that look after a very small numbers of pupils up north. We had a list of these. Maybe Mr. Bourdeau remembers them. He drafted the list at one point, and I think there were about 20 of them.

Mr. Chairman: Well, just without doing the enumeration, in Simcoe County, for instance, there is an area where certainly 90 per cent of the Francophones are ---

Mr. Landriault: M'hm.

Mr. Chairman: --- it might be an idea to elect two from that area, which is all close to Penetanguishene, and then to elect one other from the balance of the area.

Mr. Landriault: Yes.

Mr. Chairman: Thank you.

Doctor Allen.

M. Allen: Merci, monsieur le Président.

C'est un plaisir de vous voir encore, monsieur Landriault, et vos collègues ce matin.

Vous avez posé quelques problèmes difficiles pour nous comme comité, dans notre considération de ce projet de loi, et je pense qu'en quelques moments, un de vos délégués aura une solution d'au moins un de ces problèmes irrésolus à ce moment.

Pensez-vous que c'est préférable dans ce projet de loi d'indiquer un horaire d'activités pour les ministres et la législature vers le commencement des conseils scolaires homogènes? Des amendements à ce projet de loi qui indiqueront une date pour la définition des frontières -- des possibles conseils scolaires homogènes en Ontario? Et après ça, des arrangements pour la transformation des sections de langue française, des comités consultatifs, dans un regroupement vers l'achèvement d'une telle structure pour la province en telle? Savez-vous si c'est possible dans le corps -- dans le texte de ce projet de loi -- de faire des amendements pour cet objectif?

M. Landriault: Je pense que nous souhaiterions beaucoup, oui, qu'il y ait un échéancier, qu'il y ait des dates, que nous sachions à quel moment certaines choses vont arriver. Par exemple, à quel moment et de quelle façon les conseils -- les francophones qui sont élus ou qui sont représentés sous la loi 75 pourraient accéder à l'étape suivante. Je pense que c'est le sens de votre question. Maintenant, je ne sais pas si c'est possible de l'insérer dans la législation, mais je pense que ce serait quelque chose de souhaitable, qu'à un moment donné, à la

demande des gens et avec probablement la permission du ministre, on puisse passer à l'étape suivante. Je ne sais pas si j'ai bien saisi le sens de votre question ---

M. Allen: M'hm.

M. Landriault: --- mais je pense que ça serait souhaitable, d'autant plus que nous attendons -- nous attendions pour les élections de '82; nous attendions pour les élections de '85. Nous espérons pour les élections de '88. Ça serait malheureux que, pour la prochaine étape, on doive attendre aussi longtemps.

M. Allen: Oui. Ce n'est pas possible, à ce moment, d'attendre, année après année, la résolution de ces problèmes. Et je pense que -- comme vous -- je vois, dans la province, des marches considérables dans l'opinion publique vers le sujet des conseils homogènes. On sympathise beaucoup plus qu'il y a une année avec cette proposition parmi les conseils scolaires publiques, par exemple, dans cette province. Donc, c'est nécessaire -- je pense, comme vous -- de prendre des étapes immédiatement de promouvoir cette option plus vite qu'on a pensé ça sera possible hier ou la dernière semaine. Oui?

Merci.

Mr. Chairman: Mr. Poirier.

M. Poirier: Merci, monsieur le Président.

Hier, la région numéro 1 de l'AFCSO est venue nous visiter et nous a parlé du projet "Foucher" justement qu'ils avaient bien étudié au sein de la région numéro 1, et j'avais hâte de vous voir aujourd'hui pour vous demander l'opinion -- à savoir, au niveau provincial, quelle sorte de recherche -- quelle sorte d'appui est-ce qu'il y a sur le projet "Foucher", etc suscité au sein des autres régionales de l'AFCSO. Et aussi à savoir les opinions -- comme j'ai posé à tous les autres groupes ce matin: à savoir projet 30; projet 75; avantages; inconvénients; avant, après, et pendant.

M. Landriault: Bien, le projet "Foucher" a été élaboré dans la région numéro 1 dans l'Est de l'Ontario et a été préparé et fait pour l'Est de l'Ontario et pour Ottawa-Carleton spécifiquement. Je ne crois pas que toutes nos régionales aient fait une étude exhaustive, et s'ils ont vu le texte légal qui est quand même assez aride, je ne crois pas qu'ils aient vu le document de travail -- document Lapointe pour ceux qui l'auraient vu -- qui est à l'appui et qui est le document technique qui appuie le projet.

J'ai l'impression quand même que certainement dans le Sud-ouest de l'Ontario, il y aurait des appuis assez considérables à un projet de ce genre-là. Et les autres régions

que je sache ne se sont pas penchées définitivement sur le projet pour arriver à l'appuyer ou à le rejeter. Mais dans le moment, le projet "Foucher" est un modèle -- c'est une solution et -- qui est préconisé pour la région numéro 1 -- la région de l'Est.

Maintenant, pour ce qui est de 30 et 75, je pense qu'il est très évident qu'il y a énormément d'incertitude, d'anxiété et de confusion dans la population, et ça se comprend, je pense, avec les changements assez majeurs -- et je suis d'accord, je pense, avec la personne qui a intervenue avant moi, que ce n'est pas une situation idéale pour travailler, parce que ça crée des tensions, et souvent des tensions peut-être inutiles, parce qu'on a souvent plus peur de l'inconnu que de choses définitives qu'on sait qui vont arriver et auxquelles on s'adapte et on s'ajuste et auxquelles on peut réagir.

Alors, je pense qu'il serait très important que les deux projets de loi soient mis en vigueur le plus tôt possible. Et je pense qu'idéalement, si les deux étaient mis en vigueur en même temps -- le plus près -- ça devrait peut-être être 30 et 31 ou 74 et 75 plutôt que 30 et 75.

M. Poirier: Voilà. Je regardais, en toute fin, à la page 17 de votre conclusion -- nous vous prions de recommander que le gouvernement établisse dans les plus brefs délais, une commission chargée de la planification et de la mise en oeuvre de conseils scolaires francophones sur tout le territoire de l'Ontario.

Evidemment, ça va bien au delà du projet de loi 75

M. Landriault: Oui.

M. Poirier: --- et ce que je voulais savoir pour vous -- pour moi, je pense que pour les membres du comité c'est important de le savoir combien plus important que les provisions du projet de loi 75 pour vous, les spécialistes de l'AFCSO, est cette recommandation-là?

M. Landriault: Bien, je pense que le projet de loi 75 -- nous le voyons comme une priorité à court et moyen terme. Cette recommandation-là, c'est une recommandation à moyen terme, et dans certains milieux, à long terme.

Vous nous avez parlé du projet "Foucher" et des documents d'appui technique que nous avons préparés dans notre régionale. Et ça a été très exigeant et très dispendieux. Et je pense que d'imposer à des régions moins bien nanties et où il y a moins de francophones qui sont prêts à y travailler -- parce qu'ils sont moins nombreux au départ -- de refaire ce projet-là, ou de -- ça serait peut-être plus facile de l'adapter. Je pense que réellement, ça serait au gouvernement de faire ce

travail-là.

Mais, je vous cache pas qu'on a cru devoir le faire parce que, en '82, c'était pas arrivé; en '85, c'était pas arrivé. On s'est dit, si on veut qu'en '88 quelque chose arrive pour Ottawa-Carleton, il faudra pas on leur dise l'excuse, bien on n'a pas de document technique. On n'a pas de projet de loi. On a fait les deux.

Mais ça serait très onéreux et très exigeant au point de vue de temps de le refaire et de l'adapter aux différentes régions, surtout quand on commence à regrouper des gens à l'intérieur de plusieurs conseils. L'étude serait une étude en profondeur. Je pense qu'il faut que ce soit sérieux, parce que certainement il faudrait pas que aucunes de ces mesures -- que ce soit 30 ou 75 -- je pense que le but, certainement, que nous partageons tous, c'est d'avoir une meilleure éducation et une éducation où la représentation, la gestion, est plus directe par les gens qui ont des élèves dans les classes. Alors, il ne faudrait pas que le résultat, ce soit une perte de la qualité, dans quelque milieu que ce soit.

M. Poirier: Merci.

Merci, monsieur le Président.

Mr. Chairman: Mr. Guindon.

M. Guindon: Oui, merci, monsieur le Président.

Avant de poser ma question, je dois dire que, vu que monsieur Landriault en a profité pour faire de l'annonce pour sa région de l'Ontario, je dois dire que le vice-président de l'Association vient de Cornwall -- monsieur Charlemagne Lamarche -- et puis Cornwall, c'est probablement la ville la plus -- la plus vieille ville bilingue de l'Ontario. Et puis j'en profite pour inviter toute la salle à venir, du 14 au 24 juin, fêter la semaine française avec nous autres.

Ma question c'est -- vous avez apporté, dans votre mémoire, que les commissaires des écoles -- des Boards of Ed dans le moment -- sont obligés de faire un -- vont être obligés de faire un choix, soit d'être représentatifs -- représentants catholiques, je crois, ou francophones?

M. Landriault: C'est les conseillers des écoles séparées qui vont avoir à choisir s'ils doivent -- ceux qui ont les droits ---

M. Guindon: M'hm.

M. Landriault: --- sous l'article 23, de représenter les francophones ou les anglophones de leur territoire. Et dans la présentation -- les présentations qui

vont suivre, vous allez voir que ça crée des problèmes dans certains milieux -- comme mon conseil-là -- là, je ne parle plus provincialement; je parle localement. Ça crée des problèmes.

M. Guindon: Oui. Je comprends. Mais, nous voudrions vous demander, est-ce que vous avez une solution? Est-ce que ---

M. Landriault: Il y a plusieurs solutions possibles. Celle que moi, personnellement, je préférerais-là -- je ne parle plus comme président de l'Association -- ce serait qu'on laisse les gens qui ont été élus finir leur mandat. Ils ont été élus par les deux secteurs de la population. Ça serait une solution, et c'est une solution intérimaire, bien sûr. Ce n'est pas une solution idéale. Vous vous souviendrez que pour nous, la solution idéale c'était que tout ça ça arrive à la veille des élections, et même on avait demandé de reporter les élections. On comprend qu'il y avait des problèmes sérieux et des dépenses majeures qui résultaient de cette demande-là.

Mais, les gens qui ont été élus vont perdre leur juridiction, leur pouvoir, sur une partie de l'administration du conseil. Et ce qui est pire -- dans certains milieux, les gens qu'ils représentent vont se trouver sans représentation que eux ont élus. Ils avaient représentation de d'autres territoires.

Mais c'est un peu le même principe que si, dans un comté un député résigne ou meurt. On peut dire, bien tous les députés parlent pour vous, bien sûr. Mais ce n'est pas le représentant local.

M. Guindon: Merci.

Merci, monsieur le Président.

Mr. Chairman: Thank you very much for your brief and your answers.

M. Landriault: Merci, monsieur le Président.

Mr. Chairman: The next presentation is from Mr. Hugh Connelly.

HUGH H.M. CONNELLY

Mr. Connelly: Thank you, Mr. Chairman, members of the committee.

I welcome the opportunity to make representations to the Standing Committee on General Government in respect of Bill 75, an Act to Amend the Education Act.

My purpose in appearing before the Committee is

to convey my appreciation for a job well done, to be of some assistance to the Committee in suggesting certain improvements in the proposed legislation, and to give the Committee firsthand some idea of how closely the Carleton Roman Catholic School Board current mode of operation parallels how boards will operate under Bill 75.

I have focused my attention on, and I will direct my comments to, the following aspects of Bill 75:

- (a) Principles and concepts of the proposed legislation;
- (b) Minority language section of a board;
- (c) Jurisdiction of the minority and majority language sections of the board and;
- (d) Interim provisions with respect to representation and;
- (e) Language.

I am currently a trustee on the Carleton Roman Catholic School Board and I have served as a trustee for the last six years. This experience on a board that has worked with and evolved a solution of effectively serving both a majority and a minority language sector has given me some insights that I would like to share with this committee. However, I am not presenting this brief on behalf of the Carleton Roman Catholic School Board and the comments and opinions I am expressing today are my comments and opinions.

I trust that my representations will be of constructive assistance to the Committee in its task.

I have reviewed Bill 75 and the Ontario Court of Appeal case, Reference "Re: Education Act of Ontario and Minority Language Education Rights" in some detail and at some length. I wish to commend the Government for its work on Bill 75, for Bill 75 recognizes the legitimate rights and aspirations of the minority language section of a board to maintain their religion, language and culture through the school system.

Bill 75 fulfills the obligations imposed by Section 23 of the Canadian Charter of Rights and Freedoms to let the minority language section of a board manage and control their own classes of instruction and their own educational facilities.

Bill 75 achieves the above objectives without abrogating or derogating "from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denominational, separate or dissentient schools."

And finally, Bill 75 accomplishes all of this while maintaining a workable and flexible board structure. And I think compliments are due to the government for that.

With respect to representation of the minority language section of the board, these sections strike a fair and equitable balance between the Charter rights of a minority language section to manage and control their classes of instruction and educational facilities and the general democratic right of an electorate to have representation based on population. The guarantee of at least three minority language trustees provides a base number necessary to supervise and oversee a school system. And I think if one looks at the school boards in western Canada one can see that that is indeed the practice to have smaller numbers of trustees and seems to have worked reasonably well.

Further, these sections of the proposed legislation are sensitive to the fact that some school boards are already very large and cumbersome. To increase the number of trustees on these boards drastically would result in inefficiency and really a serious inability to effectively govern in school board matters.

Jurisdiction of the minority and majority language sections of the board. The right to open schools; the right to run schools; the right to close schools; the right to control curriculum; the right to hire staff; all of these rights are very real and substantial rights. It is very difficult for me to see how much further these rights could be expanded without infringement on the majority language section of a board or without creating two autonomous boards.

My understanding of the intent of Bill 75 was that neither of these results were intended, contemplated or expected. There is proposals. There is a commission that is set up to deal with that, but that is not covered specifically within Bill 75.

Further, the Court of Appeal reference case "Re: Education Act of Ontario and Minority Language Education Rights" stated, and I quote:

"The following degree of participation in management and control accords with the White Paper and appears to meet the requirements of the Charter:

- the representation of the linguistic minority on local boards of other public authorities which administer minority language instruction or facilities should be guaranteed;

- those representatives should be given exclusive authority to make decisions pertaining to the

provision of minority language instruction and facilities within their jurisdiction, including the expenditure of funds provided for such instruction and facilities, and the appointment and direction of those responsible for the administration of such instruction and facilities."

Therefore, the specific provisions of Bill 75, and the Court of Appeal reference case, dovetail very neatly and very completely.

In Bill 75 the provision of religious education and religious exercises is a matter that is not within the exclusive jurisdiction of the minority or the majority language section of a board, but rather is a matter to be dealt with by the whole board. The Court of Appeal, in a review of prior judicial decisions on this point, noted the following with approval, and I quote:

"The phrase 'any class of persons' in s. 93 (1) was interpreted to mean a class of persons determined according to religious belief, and not according to race or language. The protected rights or privileges are therefore those possessed by the entire Roman Catholic community without regard to differences in race or language."

"Further, the class of persons to whom the right or privilege is reserved must, in their Lordships' opinion, be a class of persons determined according to religious belief and not according to race or language. In relation to denominational teaching, Roman Catholics together form within the meaning of the section a class of persons, and that class cannot be subdivided into other classes by considerations of the language of the people by whom that faith is held."

I concur and agree with the statements of the Court of Appeal and the provisions of Bill 75 on religion. The *raison d'être* for the existence of Catholic schools lies in the provision of a denominational education, and this is a matter of importance and concern to every member of a Roman Catholic school board irrespective of which language group a trustee belongs to.

For a number of years in my own board, the Carleton Roman Catholic School Board, minority and majority language sections have prepared and presented separate budgets for approval to the whole board, have prepared separate capital forecasts, have negotiated separate collective agreements with their teachers and have planned and administered their respective schools to a large extent through separate education committees. Bill 75 will give permanence and legality to these informal arrangements which, by and large, have served the respective sectors well.

In addition, Bill 75 will provide a useful structure

within which both the majority and minority language sectors can function and plan for the establishment and implementation of a French Catholic board for Ottawa-Carleton in a manner that is fair and equitable to both sectors and to the students they represent.

Interim provisions for representation. The provisions for interim representation in Bill 75 pose some serious problems for the Carleton Roman Catholic School Board and its ratepayers. The great majority of French Catholic schools of the Carleton Roman Catholic School Board are located in the Township of Cumberland and in the City of Gloucester. There are single French schools in the Township of Osgood, the City of Nepean and the City of Kanata. In addition, there are English schools in Cumberland and Gloucester that serve approximately one-third of the Carleton Roman Catholic School Board's English students.

All of the trustees on the Carleton Roman Catholic School Board were elected to represent the interests of all the ratepayers from both the minority and the majority language groups. In the event that all eight Francophone trustees from Cumberland and Gloucester elect to be members of the minority language education council, all of the English ratepayers in Cumberland and Gloucester will be disenfranchised. In addition, the French ratepayers from Nepean, Kanata and Osgood will also have no elected representation.

The Carleton Roman Catholic School Board has explored various solutions to this problem without success. Bill 75 itself contemplates the possibility of an election in the manner similar to that used for the French Language Advisory Committee. However, this effectively only offers an opportunity to vote to ratepayers who have children in the school and disenfranchises the rest of the electorate whose children are no longer in the school.

I do not know how many of the committee are familiar with the FLAC-type elections, but essentially what happens is that the elections are conducted on an ad hoc basis in one of the local schools, and the people simply attend and vote there. And I -- most of the people that do attend, or most of the communicated people that do attend -- would and does go through the schools, although there are advertisements in the paper. So the general situation would be that there would be more likelihood, people who have children in the school having not only the opportunity to vote but the knowledge that the vote was taking place and that it was something that they should be involved with.

I think a fairer and more equitable solution would be to do a pilot enumeration of the minority language electors and conduct regular elections, prior to January the 1st, 1987, in Carleton. This experiment or pilot project offers an

opportunity to do a dry run of the assessment and election procedures that will be required province-wide for the 1988 elections. In addition, it provides a fair and workable solution to a serious problem of non-representation in Carleton.

Language. In some boards the minority language section is French. In some boards the minority language section is English.

Bill 75 and the Education Act should be amended so that instead of a reference to French language section and a reference to French language instruction respectively, there should instead be a reference to minority and majority language sections and instruction and governance throughout.

In conclusion, I wish to thank the Chairman and Members of the Standing Committee for providing this opportunity for input.

I commend you to your task in the sincere hope that my intervention will be of some assistance to you.

Thank you.

Mr. Chairman: Thank you very much. Well done.

Mr. Hennessy.

Mr. Hennessy: Thank you, Mr. Chairman.

I just -- the pilot enumeration. I would assume -- I asked a question to the previous presentee in regards to enumeration. I think that this would be a problem and I would just like to now have your viewpoint on it, or how you feel about how enumeration could take place and if there is any difficulties you feel that you may run into.

Mr. Connelly: Well, currently with respect to enumeration, one has to make a statement that one is or is not a Roman Catholic. In terms of enumeration, as a member of a French or minority language section of a board, I would assume that one would be presented with a similar statement wherein one would state that one wished to be a minority-language elector and elect minority-language trustees. I think that there would probably have to be some publication and some discussion in the media with respect to the meaning and the interpretation of that, but in essence we are already doing that in our assessment when we ask people about being or not being a Roman Catholic. And I believe that the vast majority of people do not have difficulty with that question and do answer it.

The majority of Francophones have fought for the right to have some control and management of their educational

system, and I think they understand very well what is being asked of them, and I think they would respond in no uncertain fashion.

Mr. Hennessy: I would just like to -- yesterday somebody did mention, perhaps it went over my head -- maybe it did not or it did -- but religion and nationality. I was very, very -- and my concern is if a person is French-speaking and wants to attend a Roman Catholic French-speaking school, are they deprived of attending this school because they are not Roman Catholic? Is religion and nationality going to be one and the same thing or is it going to be, if you are a French Canadian, regardless of whether you are Roman Catholic or not, you would be allowed to attend a Roman Catholic school, French-speaking?

Mr. Connelly: Currently within the Carleton Board of Education -- Carleton Separate School Board we admit children who are not Roman Catholic. And my understanding is that that applies to both panels, English and French, so that within the current setup, prior to Bill 75, we admit and we educate French students who are not Roman Catholic.

Mr. Hennessy: Okay. Thank you very much.

Mr. Chairman: Dr. Allen.

Mr. Allen: First of all, thank you very much for coming and giving us the benefit of your views and the experience, as you see it, on your board.

I was not not quite clear, in looking at the bottom of page 7 and the top of page 8, when you were referring to a pilot project of enumeration and the conduct of regular elections prior to January 1st, 1987, just what the elections were elections for because there are no, of course, regular elections scheduled in that interval.

Mr. Connelly: Well, I think the situation is that the Province is going to be facing a new situation province-wide in 1988. It would -- and also currently, under the current provisions of Bill 75, there is a serious representation problem in Carleton.

A fairly neat solution would be to have school board elections in Carleton this fall, and run through the assessment in Carleton, run through a regularly-conducted election, and in that instance the electorate would know, and the trustees would know, exactly what they were elected for and who they were representing on the school board. That is the benefit to Carleton.

The benefit to the province is that you get an opportunity to do the assessment and to do the election in a

very limited area to work out any problems or any things that have to be modified. I think that might be of some benefit.

It is very difficult if the matter is happening province-wide to pick up on problems and to change them and that is why I am suggesting that maybe Carleton is a good situation to run a pilot election on.

Mr. Allen: Certainly a notion worth looking at because, as we know, there have been great problems attending all the enumeration attempts to date for the FLAC elections, for example.

And we have got the problem, of course, that would not be resolved, the problem that the Chairman was raising earlier of the different configurations of some districts of the Ottawa-Carleton area has got a great concentration of Francophones and you might have one very sensible structure here for representation, but it would not work, perhaps, in some other parts of the province. But that is certainly worth looking at.

The other question that is a rather more general one that, I must say, is a troubling one to me, you clearly resolve the jurisdictional question of language versus religion in favour of religion and the rights of the separate school system under Section 93. On the other hand, as an educator, as someone involved in education, does it not concern you that in terms of priority the real and fundamental key to learning is finally language, and that from the point of view of French education any division of the French community around other kinds of considerations in the first instance would therefore pose something of a problem. But recognizing, at the same time, that given the overwhelming preponderance, certainly in most parts of the province, of Catholic adherence among the French community, the threat, in point of fact, that would exist in French-language boards to Section 93 rights would be pretty minimal and could be covered by guarantees.

There are two sides to that question. One, the educational side, the real primacy of language is necessary in the learning process in a way that religion is not. And when I say that I think anyone who knows me would realize that I, by no means, put religion in any secondary place with respect to the formation, the moral formation and the personal development of children.

Mr. Connelly: I would tackle that situation in maybe a little bit of a different light. I would say that when one is looking at education, one should not view language as being isolated from culture or religion. I think that the three aspects are very interrelated. I think the danger is that when one separates language from culture and the other values that the culture holds, including religion, one runs a very serious

risk of assimilation.

I think the situation is that the French-speaking residents of Ontario and, indeed, of Canada have not only striven or strove to protect and to maintain their linguistic rights, they have also paid a good deal of attention to their culture, because language does not exist outside of a culture. And I would submit to you that in the case of the great majority of French Canadians you have language, religion and culture as something that I do not think is really undivided.

And I think if one looks at other linguistic minorities, although they are not officially recognized linguistic minorities, and looks at the Ontario Government and the Ontario Ministry of Education's provision of heritage language, one will see that the emphasis there is not solely on language. It is an emphasis on going out and looking at and being sensitive to the culture.

With respect to a split within the Francophone community, I agree that that is a major problem, but I say to you that there is a very serious split today because French Catholic ratepayers and students have the right only to have their education up to the end of Grade 8, or in some instances Grade 10, and then they are forced to go to an institution that is not, I feel, as sensitive to the culture and religion and language as the French Catholic elementary schools.

So I would agree with you that there is a serious split, but I would say to you that it exists today. And 95 per cent of our students from the francophone sector are educated within French Catholic elementary schools and they do not or have not, until very recently under Bill 30, had any opportunity to continue and maintain that operation in French Catholic high schools.

Mr. Allen: Well, I think Bill 30 does remedy the latter part of your observation and it was not -- I did not ask the question in any narrow, mechanical sense of language being separable from culture or religion, but it was simply the central proposition that because language is the bearer of culture, and that culture includes religion, that therefore a base in language makes a great deal of sense for education in a way in which religion does not, from an educational point of view. And it was precisely because there are those connections that are so intimate and necessary that there is essentially no threat to Section 93 rights in the movement in Ontario towards homogeneous French language boards. That would be the way that I would see the -- which I think encompasses your -- the problem you saw with my initial way I put the question. But I do not want to prolong the debate, but I think it is important to look very clearly at those connections and what educationally is going to resolve the problem for Franco-Ontarians in the best fashion. And we will need to work very carefully at that

together.

Mr. Connelly: All right. I would agree with you.

Mr. Allen: Thank you very much for your presentation.

Mr. Chairman: Mr. Smith.

Mr. Smith: Thank you, Mr. Chairman.

I think this question likely has been asked before, but I do not know whether there is a consensus in the French and the Catholic communities or not, but I just wondered -- like, there is a problem with language here and there is a problem with religion, but how many of the French-speaking people are non-Catholic? I guess I want to see as to what maybe is the magnitude of the problem in that area. Would you have any idea how many French-speaking people are not Catholic?

Mr. Connelly: I do not have precise figures. My understanding is that the greater majority are Catholic, but I would be guessing to give you figures.

Mr. Smith: Would you think it, you know, could be 95 per cent of the French people are Catholic? Would it be that high?

Mr. Connelly: Well, the only thing I can indicate to you is that out of the elementary population in Carleton, I believe we educate approximately 95 per cent of the elementary population in French Catholic elementary schools. So I do not -- I cannot, you know, do an instant transposition, but I think that gives some indication.

Mr. Smith: Okay.

No further questions.

Mr. Chairman: Just one question on the negotiations which you carry on within the board. You have split negotiations. OSSTF yesterday were recommending one set of negotiations within a board.

I recognize that what you have done probably works, but what do you think about the OSSTF recommendation that there be one set of negotiations?

Mr. Connelly: Well, inasmuch as -- I guess there is a couple of ways of looking at the whole question of negotiations what is currently happening within our board with respect to our English teachers is that we are negotiating with a linguistic separation, but we are not negotiating with an

elementary or a secondary separation which is probably in accordance with the current thinking of the Ministry of Education and educational administrators.

So I guess I would come back to you with maybe a rhetorical question: I do not see really any more the rationale for separating elementary and secondary negotiations. I do see, you know, a need and a continuation of possibly a separation with respect to religion and with respect to language. The language, I think, has been recognized in the Court of Appeal reference case. You know, the ability to control and manage educational facilities has got to include the ability to hire staff and it has got to include the ability to negotiate.

I guess I am saying I do not think that OSSTF is looking at the question in its broader ramifications. And I think the question is not whether they should represent all secondary school teachers in the Province of Ontario, but maybe the question is whether or not we should bargain elementary and secondary together, as we currently do with the Ontario English Catholic Teachers' Association.

Mr. Chairman: Any other questions?

Thank you very much.

Mr. Connelly: Thank you very much, Mr. Chairman, members of the Committee.

Mr. Chairman: The next presentation is by Jocelyne Ladouceur, a private citizen, with reinforcements.

--- Laughter

MME JOCELYNE LADOUCEUR

Mme Ladouceur: Merci, monsieur le Président.

Comme vous voyez, je suis ici accompagnée de trois de mes collègues aujourd'hui. Je suis conseillère scolaire aux conseil des écoles catholiques romaines de Carleton, et mes trois collègues qui sont avec moi sont, à partir de la gauche, madame Jacqueline Lejean McGuinty, conseiller scolaire de Gloucester; monsieur René Lefebvre, également de Gloucester; et monsieur Rodrigue Landriault, que vous avez entendu tout à l'heure qui est aussi de Gloucester.

Notre présentation se fait au nom de tous les conseillers scolaires de Cumberland et de Gloucester, c'est-à-dire, huit conseillers scolaires.

Are we having translation problems? No?

Mr. Chairman: I'm not sure. It would appear to

me that you are speaking rather quickly.

Ms Ladouceur: Okay. I will slow down.

La présentation que nous venons vous présenter aujourd'hui s'adresse à un problème particulier que nous avons relevé par rapport au projet de loi 75.

Le projet de loi 75 vise à assurer à la minorité linguistique quelle qu'elle soit, une certaine autonomie de gestion scolaire. Pour ce faire, il prévoit d'une part, des mesures intérimaires qui seraient en vigueur du premier janvier 1987 au 30 novembre 1988; et d'autre part, des mesures permanentes qui entreraient en vigueur le premier décembre 1988.

Les mesures intérimaires prévoient l'ajout de conseillers scolaires de la langue de la minorité au nombre total de conseillers scolaires du conseil, dans le cas où le nombre de conseillers scolaires de la langue de la minorité en place à l'heure actuelle est inférieure à la proportion à laquelle ont droit les contribuables de la langue de la minorité au conseil scolaire. Ainsi, une certaine mesure de gestion représentative et exclusive est garantie à la minorité pour cette période intérimaire. Le gouvernement veut ainsi répondre le plus rapidement possible à l'opinion de la Cour d'appel de l'Ontario, vieille déjà de près de deux ans. Les francophones se réjouissent de cette initiative qui leur garantit une certaine mesure d'autonomie pendant l'hiatus entre la proclamation de la nouvelle loi et les prochaines élections de 1988. Le but de ce document n'est donc pas de militer en faveur d'un retrait des mesures intérimaires, mais bien d'en souligner une faiblesse et de proposer un mécanisme pour l'éliminer.

Les mesures intérimaires proposées visent donc à corriger une injustice envers la population de la langue de la minorité. Mais il serait impensable et inéquitable qu'en tentant de rectifier un tort, on en inflige un deuxième. C'est pourtant ce que ces mesures intérimaires risquent d'entraîner au sein du Conseil des écoles catholiques romaines de Carleton.

Voici la situation au Conseil. Le Conseil des écoles catholiques romaines de Carleton se compose de huit municipalités et de 16 conseillers scolaires répartis parmi ces municipalités. Vous avez la liste des municipalités au bas de la page 2, ainsi que le nombre de conseillers correspondant.

Par le hasard du processus électoral, tous les conseillers élus pour représenter les municipalités de Cumberland et de Gloucester peuvent se prévaloir des droits conférés par l'article 23 de la Charte canadienne des droits et libertés. Si tous ces conseillers optent de siéger sur le Comité d'éducation de langue française à compter du premier janvier 1987, les contribuables anglophones de ces municipalités se

verront privés de représentation provenant de leur municipalité et responsable directement à cet électorat au sein du conseil scolaire, au niveau des domaines qui tombent sous la juridiction exclusive du secteur de langue anglaise. Cette injustice ne peut être tolérée. Lors des élections de novembre 1985, nul ne savait que les conseillers élus se verraient retirer une partie de leur mandat en cours de route. Tous les conseillers scolaires ont été élus pour représenter tous leurs contribuables pendant trois ans. Le retrait d'une part de ce mandat après le fait équivaut à une législation rétroactive et, de ce fait, apparaît anti-démocratique. Il est donc essentiel de pallier législativement à cette entorse au processus.

En outre, lors des élections de 1988, l'élection des conseillers scolaires de la langue de la minorité se fera par scrutin général, tandis que l'élection des conseillers scolaires qui représenteront la majorité linguistique continuera de se faire sur une base municipale. Les conseillers de Cumberland et de Gloucester croient que la minorité linguistique devrait être traitée de la même façon que la majorité linguistique et que les élections devraient se faire par municipalité dans les deux cas.

Nous avons deux propositions qui pourraient peut-être pallier à la situation, et nous aimerions que le comité en tienne compte lors de ses délibérations.

Les conseillers de Cumberland et de Gloucester entrevoient, comme je vous ai dit, deux façons d'assurer une représentation qui serait équitable aux anglophones de ces deux municipalités pendant la période intérimaire.

La première serait d'accorder aux conseillers scolaires de ces deux municipalités un double mandat, c'est-à-dire de permettre aux conseillers qui peuvent se prévaloir de l'article 23 de la Charte, de siéger et au Comité d'éducation de langue française, et au Comité qui aura juridiction exclusive sur les questions anglophones, pour la période intérimaire.

Le projet de loi 75 lui-même trace les grandes lignes d'une deuxième solution possible. Dans le cas où la minorité linguistique ne compte pas à l'heure actuelle un nombre suffisant de conseillers scolaires élus, le projet de loi prévoit qu'on en ajoutera par le truchement d'élections de genre CCLF. Ces nouveaux conseillers ainsi élus, car le projet de loi précise également que ces représentants seront conseillers de plein droit, auront les mêmes pouvoirs, droits, privilèges et responsabilités que les autres conseillers scolaires en place. Pourquoi donc ne pas étendre ce processus aux contribuables de la langue de la majorité, dans les cas où ceux-ci se trouvent sans représentation pendant la période intérimaire?

Il serait possible de tenir une election genre CCLF

pour les contribuables anglophones qui se retrouvent dans cette situation, en l'occurrence ceux de Cumberland et de Gloucester. Il est à noter que la même situation risque de se produire dans l'ouest de la juridiction du conseil, où les francophones n'auront aucune représentation. Les nouveaux conseillers ainsi élus siègeraient de plein droit au Comité d'éducation de langue anglaise.

L'inconvénient du nombre accru de conseillers scolaires au sein du conseil scolaire pour une période intérimaire limitée -- c'est-à-dire à peu près 22 mois -- est minime, surtout si on le compare à l'alternative. En outre, ces nouveaux conseillers n'auraient juridiction que sur le secteur anglophone et ce, uniquement pour les juridictions exclusives à celui-ci, compte tenu qu'il existe déjà en place des conseillers habilités à se prononcer sur les juridictions communes. Enfin, le nombre de ces conseillers devrait être établi de la même façon que sera établi le nombre de conseillers de la langue de la minorité -- c'est-à-dire, en proportion avec le nombre d'élèves.

A titre de conseillère scolaire élue par tous les contribuables de Gloucester pour représenter tous les contribuables de Gloucester, je trouve inacceptable la situation qui se dessine, si le projet de loi est adopté tel quel. Les contribuables anglophones et francophones de Gloucester m'ont élue de bonne foi pour trois ans. Je me suis engagée de bonne foi à les représenter et à veiller à leurs intérêts pendant trois ans. Or, voici qu'on me demande maintenant de choisir entre l'un et l'autre des deux groupes, d'en abandonner un et ce, à un stade critique du dossier où risque bien de se déterminer l'avenir du système éducatif de toute la région d'Ottawa-Carleton.

Il est évident que j'appuie de tout mon coeur et avec toutes mes énergies les principes qui sous-tendent le projet de loi 75. L'injustice perpétrée et perpétuée envers les francophones de l'Ontario doit être éliminée. Mais pourquoi faut-il brimer pendant 22 mois une partie de la population de Cumberland et de Gloucester afin d'accorder à l'autre ce qui lui est dû? D'ailleurs, quel meilleur moyen de semer de la division au sein d'une population qui, à l'heure actuelle, ne ressent aucune friction sur le plan linguistique?

Les solutions proposées ne sont sans doute pas parfaites. Mais dans les deux cas, elles semblent tirer le meilleur parti d'une mauvaise situation. C'est pourquoi je propose qu'un amendement soit apporté à la partie 11B du projet de loi 75 pour assurer que la reconnaissance des droits légitimes de l'un de s'accomplissent pas au détriment de ceux l'autre. La fin ne justifie pas les moyens. La reconnaissance du droit fondamental de l'un ne doit pas entraîner un tort irréparable à l'autre, même si ce tort n'est que pour une période déterminée.

Alors, voici la recommandation. Attendu que les contribuables de la langue de la majorité dans les municipalités de Cumberland et de Gloucester risquent de n'avoir aucune représentation au sein du Comité d'éducation de langue anglaise, si les mesures intérimaires du projet de loi 75 sont adoptées telles quelles par la Législature ontarienne,

QUE le mandat des conseillers élus pouvant se prévaloir des droits conférés par l'article 23 de la Charte canadienne des droits et libertés soit double, à savoir que ces conseillers puissent siéger, et au comité d'éducation de langue française et au comité d'éducation de langue anglaise, pour la période intérimaire prévue dans le projet de loi, du premier janvier '87 au premier décembre '88.

Ou, l'autre possibilité,

QUE le projet de loi 75 soit amendé de sorte que, pour la période intérimaire, dans le cas où les personnes contribuables de la langue de la majorité d'une municipalité perdent toute représentation au sein du Conseil d'éducation de langue anglaise d'un conseil scolaire, à la suite de l'élection par tous les conseillers scolaires de la municipalité où sont contribuables lesdites personnes, de se prévaloir des droits conférés par l'article 23 de la Charte canadienne des droits et libertés et, conséquemment, de siéger au Comité d'éducation de langue française, une élection du genre CCLF soit tenue pour assurer auxdits contribuables de la langue de la majorité une représentation au sein du Comité d'éducation de langue anglaise.

QUE le nombre de conseillers ainsi élus soit dans la même proportion par rapport au nombre total de conseillers de la langue de la majorité que le nombre d'élèves résidents de la langue de la majorité au sein de ladite municipalité l'est au nombre total d'élèves de la langue de la majorité dudit conseil.

QUE les conseillers ainsi élus aient les mêmes droits, responsabilités, privilèges et pouvoirs que les conseillers élus lors de l'élection régulière de novembre 1985, mais uniquement en ce qui a trait aux domaines de juridiction exclusive sur lesquels peut se prononcer le Comité d'éducation de langue anglaise. Et, enfin,

QUE les conseillers puissent répondre aux critères d'admissibilité établis dans la Loi sur l'éducation.

Merci, monsieur le Président.

Si vous avez des questions?

Mr. Chairman: Thank you.

Do we have any questions?

Doctor Allen.

M. Allen: Merci, monsieur le Président.

Je reconnais -- il y a quelques figures qui ont changé de siège.

Au sujet des deux options, quelle est l'une que vous, comme conseillère, préférez? Est-ce qu'il y a des problèmes de porter les deux chapeaux? Est-ce qu'il y a des difficultés, jour par jour, sous le projet de loi 75, d'avoir les deux responsabilités -- les deux niveaux de responsabilité -- d'accepter responsabilité dans des comités, dans les deux palliers -- des deux pallier? Ou est-ce que c'est une pratique -- une mesure satisfaisante pour vous comme conseillère?

Mme Ladouceur: Je crois que ça ne poserait pas de problème au jour le jour, parce que dans le moment, le Conseil fonctionne avec deux comités d'éducation qui traitent de certains domaines. Bien que les résolutions émanant de ces comités doivent être ratifiées par le conseil en entier, quand même il y a une certaine séparation qui existe dans le moment. Il y a des gens qui siègent sur les deux comités à l'heure actuelle. Ça n'a jamais posé de problème. Je ne vois pas que ça pourrait poser de problème pour un autre -- quelque temps. C'est d'ailleurs de la façon qu'on a été élu. On a été élu pour représenter tous les contribuables, alors je ne vois pas que ça pose de problème.

Et puis, vous avez demandé s'il y avait une préférence. Je crois que les conseillers préféreraient voir un double mandat que de voir -- se voir obligés de céder une partie du mandat auquel ils se sont engagés. Mais, à la rigueur, s'il fallait fonctionner de l'autre façon, on l'accepterait, pourvu que tout le monde soit représenté comme il faut jusqu'aux élections de '88.

M. Allen: Merci. C'est ma seule question. Si c'est possible, pourquoi pas?

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you for the suggestion.

I wonder if you would comment on another option that deals with the public boards who have FLAC committees now. Would you see any problem with those FLAC committees, rather than go through a whole process of electing people to serve on the French-language -- which one is it? I have got to remember it -- service, or the French-language -- the education one, yes. If they just move over -- if there is only three and there happens to be six FLAC trustees or people who have been elected by the Francophone community on a FLAC

committee -- they themselves would select the three that would sit on the boards?

Ms Ladouceur: Well, I am really not in a position to comment on what would happen in a board of education because I am a separate school trustee and I really do not think that it is my place to speak for them. I think that public school ratepayers sending their children to French public schools are entitled to be represented. And I think that that should be done in the most equitable way possible. I guess that question you should ask to the FLAC committees when they come and make their presentations.

Mr. Davis: I beg to differ, because you have made a suggestion that you, as a representative, are going to be put in a position of having to decide whether you are going to represent your constituency or whether you are going to move on to the French section. And you are suggesting -- one of your suggestions is that you represent both groups.

Ms Ladouceur: M'hm.

Mr. Davis: And what I am asking you, then, I guess, is -- as a Francophone is do you think that would be applicable on public boards, that the Francophone, rather than going through the process of, as I understand it, electing for one year persons to sit on the French language section, that the FLAC committee simply moves over and becomes that group of people. And if there is an election required because there is -- because of the numbers -- there should only be three -- that they themselves select the members out of their own group?

Ms Ladouceur: Inasmuch as the FLAC committee is elected by public school supporters, that would be okay. However, right now, the FLAC committees are not elected necessarily by public school supporters, in that you have got separate school supporters and public school supporters sending their children to the French high schools -- public high schools. I guess you would have to determine whether or not the FLAC members are public or separate school supporters before you could determine whether they would in fact represent the people that they are supposed to be representing.

Mr. Davis: Well, presently I understand that they represent both groups as representatives of the FLAC committee ---

Ms Ladouceur: Right now, yes.

Mr. Davis: --- so it seems to me logically -- it seems to me logically, then, that they would then simply move across and do the same thing on the public boards for this one year.

Ms Ladouceur: However, that would depend on what happens with Bill 30 and whether it has been adopted or not, you see. Because as soon as Bill 30 is adopted, you will only be allowed to have public school representatives on public boards, not separate school representatives -- separate school ratepayers. So if you have members of the FLAC committee at -- which exist right now -- who are separate school rate payers, they will not be able to sit on that board after Bill 30 is adopted. So you are asking me ---

Mr. Davis: Well, we ---

Ms Ladouceur: --- to give you an answer to something that is -- you know, we are juggling three or four balls in the air at the same time.

Mr. Davis: That is not quite true because we have already made an exception. The exception is that we have said that the separate school trustees who now sit on public boards will only do so for one year ---

Ms Ladouceur: Yes. Exactly.

Mr. Davis: --- or til the moment that the assessment base is transferred across.

Ms Ladouceur: Yes.

Mr. Davis: Now, what I am saying is, if I can make, as a legislator, that kind of intrusion into what is the normal practice, it seems to me that with the kind of support from the Francophone community and the support from the separate school community, you can make the same kind of inference and say why not move the FLAC committee across? As you were -- because that is really what you are suggesting here. You are suggesting that you represent both the French and English language educational sectors.

Ms Ladouceur: But I do. They do not.

Mr. Davis: But you are going to be required to only do one.

Ms Ladouceur: If this is adopted as it is, yes.

Mr. Davis: That is right. And what you are suggesting is, let me do both.

Ms Ladouceur: Yes.

Mr. Davis: Okay.

Ms Ladouceur: Because I am doing both now and I think I am doing a good job and I would like to be able to ---

Mr. Davis: I am not saying ---

Ms Ladouceur: --- complete my mandate.

Mr. Davis: --- I am not into whether you are -- how you carry out your responsibilities. I am telling you that you are asking us to grant to you a certain kind of right that the English language people may not wish. What you are really trying to get to is somehow to expediate the process for that one year. That is all I was asking, is for your comment on the FLAC ---

Ms Ladouceur: As I said at the beginning -- and you mentioned it too just a few minutes ago. You said, if the French population were in agreement -- and I guess that is really what you would need to get. I have no problems with it ---

Mr. Davis: That is all I wanted to know.

Ms Ladouceur: --- except that I can see an awful lot of practical hooks to the process, Bill 30 being one of them -- depending on when it is implemented and how it is implemented.

Mr. Davis: M'hm. Thank you.

Ms Ladouceur: You are welcome.

Mr. Chairman: Any other questions?

I think probably the Committee's hunger has muted them for the time being, but you will be back tomorrow and you may have to wear three hats when you come.

Ms Ladouceur: Yes. Well, tomorrow I will be speaking for the Board, not for the trustees of Cumberland and Gloucester ---

Mr. Chairman: That will not stop us.

Ms Ladouceur: --- I might point out -- could I just point out that yesterday, when the ratepayers from our area, Cumberland and Gloucester, made their presentation at 2:00 o'clock, some members of the Committee had requested statistics with respect to the number of students per school in the two municipalities. I have included them at the back, in annex, so that might be helpful to the Committee when it is deliberating.

Thank you very much.

Excuse me. Mr. Lefebvre would like to say

something.

Mr. Lefebvre: Yes. Can I have just a small intervention?

Mr. Chairman: Go ahead.

Mr. Lefebvre: I am René Lefebvre. Je suis un franco-ontarien natif et j'ai vécu dans l'Est de l'Ontario toute ma vie et j'en suis fier.

I have been involved in local community activities in my own area, Notre Dame des Champs, which is a very French area, as Mr. Poirier knows. And I have also served the City of Gloucester on various boards and committees, and the school boards for the last 15 years.

I welcome Bill 75. I agree with the principles expressed therein. My concern, as Jocelyne was saying, is the continued representation by trustees and also the decision that I have to make as an elected representative in 1987. I do not think that decision is fair to me and is fair to the taxpayers at this time. I was elected to represent both. People know that I am a franco-ontarien -- convaincu, I hope -- but that I also have at heart the good of everybody in the community.

Now, there are some politicians around this table, and I think that to identify myself -- and I think I can speak on behalf of other trustees who have expressed the same concern who may not be here today. Some of them have other political aspirations. And in a city like Gloucester where a majority of the population is English, and in Cumberland where it is probably 40, 50 -- or close to 45, 55 -- to tag yourself -- and I am not afraid to say that I am a franco-ontarien -- but to tag myself midstream in a -- when I have a clear mandate to represent both is, in my opinion, a political suicide. And it is not fair either -- you know, I am concerned -- and it is not fair to the taxpayers that have elected me.

And I think if you consider that approach, I feel that it is a shared concern by other trustees and I do not think that it is fair. So that is why I favour, basically, the continuance of trustees to operate on both for the time being. And when 1988 comes in, then people will have a clear choice to make and they can make that choice then. But I do not think we were asked to make that choice when we were elected, and I do not think it is fair, midstream, to ask that question.

Thank you very much.

Mr. Chairman: Thank you very much. We will return at 2:00.

The committee recessed at 12:40 p.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT
BILL 75, AN ACT TO AMEND THE EDUCATION ACT
WEDNESDAY, APRIL 2, 1986
Afternoon Sitting



CHAIRMAN: McCague, G.R. (Dufferin-Simcoe PC)
VICE-CHAIRMAN: Dean, G.H. (Wentworth PC)
Davis, W.
Allen, R. (Hamilton West NDP)
McKessock, R. (Grey L)
Hennessy, M. (Fort William PC)
Poirier, J. (Prescott-Russell L)
Smith, D.W.
Guindon, L.B. (Cornwall PC)

Clerk: Deller, D.

Staff: Steele, L., Researcher

Witnesses:

The Carleton Board of Education:

Hansen, Dr. H., *Chairman*
MacLennan, L., Director of Education
Jubainville, R., Senior Staff Member

Conseil des écoles catholiques de Prescott-Russell:

Scott, J.-P., Director of Education
Miner, G., Chairman of the Board
Lalonde, R., Trustee
Legault, G., Trustee

Renfrew County Board of Education:

Grenier, R., Chairman
Hempsted, H., Director of Education

Frontenac County Board of Education:

Sood, K., Chairperson, FLAC Committee
Bates, J., Superintendent of Education
Edmunds, A., Vice-Chairman

Alliance francophone Pour l'éducation publique:

Drouin, J.
Labrosse, B.

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Wednesday, April 2, 1986

BILL 75, AN ACT TO AMEND THE EDUCATION ACT

The Committee resumed at 2:02 p.m.

Mr. Chairman: Could we come to order? Could we have the representatives from the Carleton Board of Education at the table, please?

We would like to commence our hearing for this afternoon. I know it is a little difficult to get our members, if not the audience, in from outside on a day like this. But however, Mr. Hansen, would you proceed, please?

THE CARLETON BOARD OF EDUCATION

Dr. Hansen: Thank you, sir.

I would like to on behalf of the Carleton Board allow us to express our appreciation for this opportunity to present our views on what we consider to be an historic bill. In our opinion, it is landmark legislation, which will have a very long-term, and in our view, beneficial impact on education in Ontario. It will deeply affect the relationships in our two official language founding groups. Its influence may well extend right across our nation.

The proposed legislation has been a long time in the making. Indeed, there is no single issue which has consumed so much time and energy within the Carleton Board of Education since the issue of French-language governance was first raised over a decade ago in the Mayo Commission Report. Millions of words have been said or written on the subject already. We do not propose to add a great deal more ourselves, in terms of the words, that is; rather, we will point out specific areas within the Bill which may require further attention, and comment on the unique situation facing the boards in this National Capital Region.

Therefore, our report is brief with an appendix contained with specific comments related to individual clauses in the Bill. When considering the matter of educational governance in Ottawa-Carleton, there are at the present time no fewer than four separate proposals which, while appearing to address separate issues, are all so closely interrelated that they must be viewed in context. These are: Bill 75, Bill 30, the

Roy Committee and the Macdonald Commission, all of which have references to governance of Francophones and in particular the composition, financing, of boards within our region.

Our board has enunciated three fundamental principles in order to come to grips with this myriad of educational governance issues. They are as follows: that educational systems should be designed so as to best serve the needs of students at all levels and maintain effective democratic control as close as possible to people and the communities they serve.

Secondly, we wholeheartedly endorse the principle that our Francophone citizens should have the right to govern their own elementary and secondary schools with the same reasonable degree of autonomy which exists for the majority language group.

Thirdly, we should move to recognize the principle of democratic control for Francophones and put it into operation with due haste, but also with due deliberation and caution. To do otherwise is to risk destabilizing the region's public and separate school systems and endanger our ability to continue to deliver high quality programs to our students during this critical period of transition and uncertainty that face us.

Our board anticipates and supports a three-pronged approach in dealing with these challenges. Firstly, the proposed French-language school board for the Ottawa-Carleton region be established, effective for the next municipal elections in 1988; that is, as an aside, a reaffirmation of our board's position of the last several years.

As an interim measure, three French-language trustees be added to the Carleton Board of Education, effective the 1st of January, 1987. These would be full voting members of the board; that is, there would be no exclusive areas of jurisdiction for minority or majority groups.

Thirdly, that the Macdonald Commission proposals be analysed in light of any related recommendations from the Roy Committee to determine any changes which may be considered necessary in the educational governance structures in this region; also for decisions prior to the 1988 municipal elections.

We make a couple of assumptions. Firstly, that Bill 30 will eventually come into force as legislation. This legislation will have its own impact on educational governance and delivery of programs in the region. We also assume that through the Roy Committee, the French-language school board will come into being in less than three years. Given these two major changes facing us, especially the French-language board,

we do not think it would be wise to implement the interim provisions as proposed in Bill 75 in this region.

Those interim provisions will have value for those areas which will be moving towards a full implementation of French-language sections. The measures could provide a valuable opportunity to establish lines of communication, internal support systems, and operational procedures in readiness for the creation of the full sections.

However, in our situation these interim adjustments could be counter-productive, consuming our energies and resources for no long-term purpose. For example, if you will refer for a moment to the attached appendix, a number of items are highlighted which point out some of the jurisdictional problems which we would have to resolve to function effectively. These issues cannot easily be resolved.

Furthermore, in light of the fact that a French-language board is coming onstream by 1988, based on the Roy Committee's recommendations, we are looking at an interim period, so that all of the efforts that we go through in trying to implement Bill 75 in effect may be, or subject to, different issues that come before as a result of the French-language board.

We agree fully that no change at all is not an option and that there needs to be concrete expression of French-language governance rights now. This can be achieved, we believe, by the relatively simple process of adding French-language trustees to the board, in our case three, to be full members of the board who would ensure that the Francophone point of view is brought to bear on all issues. This does not entail the divisive features of trying to create two separate spheres of influence and jurisdiction, but it does guarantee Francophones a voice and votes on the board during the transitional period.

This is particularly important when the impact of Bill 30 is fully weighed. When implemented, Bill 30 will remove from the Carleton Board, at the end of this year, the four trustees elected by the separate school electorate, including our two French-language trustees. Thus, there would be no directly-elected representatives on the board for our French-language citizens, even though we will continue to provide French-language services for at least two more years.

We are specifically recommending that the Standing Committee consider amending Bill 75 to provide the following: firstly, that effective the 1st of January, 1987 three French-language trustees be added to the composition of the Carleton Board of Education, pending the establishment of a French-language school board for Ottawa-Carleton; secondly, that these three members be full voting members of the board;

thirdly, that there will be no exclusive areas of jurisdiction during the transitional period; fourthly, that the three members be elected by an election process conducted through the board, using an appropriate process to identify qualified French-language electors; and lastly, that consideration be given to forming an Interim School Organization Committee for the purpose of organizing the French-language school board to consist of these three members together with other duly elected French-language trustees on the region's three other school boards.

We recognize that Bill 75 will probably become law in the province generally. There is also a possibility that its permanent features could apply in Ottawa-Carleton should the French-language board not become a reality. We have, therefore, reviewed the Bill carefully and would draw your attention to areas where we believe the Bill requires clarification or amendment. For ease of reference and to keep this presentation short, these comments are appended separately to this brief.

In closing, on behalf of the Carleton community, especially our Francophone citizens, we commend you and the members of the Standing Committee for the democratic way in which you are dealing with this vital issue, and we extend our best wishes to you, in addition to our co-operation, in all of your deliberations. Thank you very much.

Mr. Chairman: Thank you, Dr. Hansen. Would you please identify the two people who have joined you at your table?

Dr. Hansen: On my immediate right is our Director of Education, Mr. Lyle MacLennan, and on his right is Mr. Raymond Jubainville, who is a senior staff member of our board.

Mr. Chairman: Thank you very much.

Mr. Davis?

Mr. Davis: Thank you, Mr. Chairman.

Dr. Hansen, in your interim measure, the three language trustees, I assumed, as I read the brief, that would be through a process of election?

Dr. Hansen: Yes.

Mr. Davis: Do you have a FLAC committee now?

Dr. Hansen: Yes, we do.

Mr. Davis: What would be the feasibility of

transposing the FLAC committee over to be the French-language trustees? And if there is more than -- I do not know how many your board would generate, but let us say it is three, and let us say, for example, you now have eight or nine on your FLAC committee. If amongst themselves, they select the three representatives that would come on your board for the interim period of time, would you have any difficulty with that?

Dr. Hansen: Yes, we do. We have discussed that as one of the options that could be presented to you for consideration today. The problem we have with it is -- the jurisdiction that we have, it is 1100 square miles, eight municipalities, and the recommendation of a FLAC-committee-style election may not guarantee the rights in terms of the municipal election process vis-à-vis nominations of candidates, a long period of time similar to municipal elections like a day where people can go to polling stations, polling stations across the jurisdiction, that sort of thing. So we feel that a municipal-style election -- but we also recognize the costs and everything else in terms of enumeration involved in a technically municipal-style election may not be feasible as an interim measure, so we are suggesting that under the auspices of the school board we conduct a similar-type election process where electors would identify themselves through the board at adequate nomination times presented, that all areas of the jurisdiction have a chance to meet the candidates, to go to polling stations, et cetera.

I think the disadvantage of a FLAC-style election per se is that given announcements to show up at a centrally-located school, which has been our practice, may or may not draw all interested electors.

Mr. Davis: I was a little bit more, I guess, not democratic about the process. I was suggesting that the FLAC committee themselves select the three representatives out of the present FLAC committee.

Dr. Hansen: Well, by taking that extension, how do you guarantee that from a democratic point of view all of the Francophone electors will be represented?

Mr. Davis: Well, the Francophones elector, as I understand it, elected -- I know we have a problem with the separate and public, I am aware of that -- but for the public board they were elected by the Francophone public ratepayers.

Dr. Hansen: That is correct.

Mr. Davis: Therefore they have already been elected.

Dr. Hansen: Oh, yes.

Mr. Davis: Now, what I am trying to do is find a solution or see if there is some options that will not necessitate the process of an election for one year. Because those people in effect -- one of the complaints we have about Bill 75 is those individuals have two votes. They have voted once already. They are going to vote again. And I was wondering if you have any real strong objection to the Francophone FLAC committee, to the FLAC committee simply selecting out of their own midst the three trustees that you are suggesting?

Dr. Hansen: Well, what I have already described, and in more specific terms, you cannot prevent from a democratic point of view the loading of a publicly-called meeting of all Francophone ratepayers, et cetera, et cetera.

Mr. Davis: I want to clarify. I am not -- my impression is that there would be no election by the Francophone community; it would simply be that the FLAC committee ---

Dr. Hansen: As existing ---

Mr. Davis: As existing now.

Dr. Hansen: I see.

Mr. Davis: --- as you elect the Chairman of the board ---

Dr. Hansen: Yes.

Mr. Davis: --- would elect the three people to sit on the Carleton Board. Do you have any problems with that?

Dr. Hansen: Well, other than the ones I have stated. Those would be the problems, that we would feel from our entire jurisdiction there should be an opportunity for electors to, given the import of Bill 75 in addition to the French-language board, and the issue itself heightening as compared to a year ago, that maybe more people would want to find out what the implications are and hence put themselves up for nomination as well as have a vote on the three trustees that would sit at our board table.

Mr. Davis: All right. Okay. The second question I have -- the Ottawa-Carleton situation is unique because you have been designated by the Minister to, by the next election, to have a homogeneous school board, and the various delegations that have come before this committee are suggesting that Bill 75, as it presently is construed, is simply an interim measure. In fact I think there is a sense of fear on the parts of many Francophones in Ontario that once it is past it will not continue to reach the goal that they have, which is the overnance of

their own education system.

I just want your comment. What would happen if the recommendation of this committee was to withdraw Bill 75 until the next provincial -- or municipal elections -- and in its place strike a committee whose primary responsibility would be to go across the province and decipher the mechanisms by which we would establish Francophone governance of education in respect that that committee would be responsible for the definition of the geographical areas, the specific areas such as Ottawa-Carleton that could probably have its own board without, you know, taking a large geographical area. And in effect what would happen is by the municipal elections in '88 you would in effect have French governance in this province.

Dr. Hansen: Well, our board has thought in terms of that but we have, as one of our fundamental principles that our Francophone citizens probably have waited too long for their rights of votes and say at the board table in terms of governance of their educational issues. So to stall it any more, quite frankly, would be very inappropriate.

Mr. Davis: Okay. Thank you.

Dr. Hansen: I think the fact that Bill 75, even though it requires, in our view, a number of amendments and considerations for clarification at least provides a fundamental discussion point, but that the principle of governance rights is maintained and as soon as possible can be implemented to the best of our ability, "our" being the society of Ontario and yourselves being the Legislature.

Mr. Davis: Thank you.

Mr. Chairman: Dr. Allen?

Mr. Allen: Thank you, Mr. Chairman.

Good to read your brief and to hear your observations about your own present situation in the Carleton Board of Education. In the first instance, I guess I would like a little further information, if you have got it at your disposal. I am sure you have. Are the three trustees that you are proposing the number that you would normally have, given the numbers of French students in your board at the present time under Bill 75?

Dr. Hansen: I think technically, given our number of students, which are approximately 2400 or 2500, divided between two high schools and one elementary school, 400 roughly in the elementary, the balance in the secondary schools. I think technically only one representative would be sitting per se if we were to take the existing composition of the boards in Ontario. But in the spirit of the governance and the spirit of

this legislation, wherein if a FLEC were to come into existence, we would qualify as three. It is for those reasons that we suggest that for the interim we should have three duly-elected trustees.

Mr. Allen: In other words, you fall under the minimum proportions to go beyond three, and you would normally under the Bill be allotted three ---

Dr. Hansen: That is correct.

Mr. Allen: --- and you are proposing three.

Dr. Hansen: Yes.

Mr. Allen: And that is all fair and square in that sense. With regard to the responsibilities that would normally be attached to those three, are you suggesting that there are ways that they would be involved in some of the explicit governance, nonetheless, of the French schools, or are you really proposing for them a kind of immersion experience in running a board or being part of a board?

Dr. Hansen: No. We view each member of our board table as having equal rights, even though they represent the eight municipalities that we are concerned with. As a single trustee in our rural areas, we do not consider any special privileges or jurisdictional areas that are exclusive to that single trustee as compared to a multiple number or several in our urban areas. And it is for the same reasons that we have a problem with the counter-productivity of the Bill wherein the board sits down and decides the jurisdictional areas for the English and French sections as well as what will be the overall corporate jurisdictional areas. And that, we think, is counter-productive and really does not carry much weight. So for those reasons and with that background we favour the three Francophone trustees sitting at the table who, like any other trustee, would lobby and use the procedures and policies of the board to promote and to put motions on the table, et cetera, on behalf of their Francophone ratepayers, the same way as any trustee does.

But it would be from a corporate identity and a corporate benefit that we perceive this taking place as opposed to the sectionalizing or segregation of the boards as proposed in Bill 75.

Mr. Allen: As you know, some of the separate boards who have substantial French programs have done some internal alignment of responsibilities in various ways to provide for a certain species of French governance of sorts, and I wonder whether you have -- are any of your board committees struck in such a way as to have responsibility for aspects or all of -- for your French programs in particular?

Dr. Hansen: Other than through our French Language Advisory Committee, no.

Mr. Allen: I see. So the trustees themselves would not -- there would be no place to put them for specific responsibility assignments with regard to the French programming?

Dr. Hansen: No. We do not as a board view that as a productive ---

Mr. Allen: Sure.

Dr. Hansen: --- way of governing education. I appreciate and understand, even though I do not agree, with some of the separate boards and the way they have a French panel and an English panel. We have run into some difficulties, but this year they were overcome from a co-operative point of view dealing with Bill 30 and our sister board, the Carleton Separate Board. But fundamentally, there are problems because, from a collective agreement point of view, we consider a teacher is a teacher is a teacher. We have one collective agreement, whereas other boards have two collective agreements, two different sets of standards.

So if you were to take that and put it into the context of our board into these sections and any other sections that would be envisioned, you run into a great myriad of difficulties, I think.

Mr. Allen: Finally, can I ask you a supplementary to Mr. Davis's question, what the nature of your FLAC election was last time around? Clearly, all the French ratepayers, French-speaking ratepayers, are eligible to participate, but what was the mechanism by which that happened? To your knowledge, how many of the ratepayers participated in that election and how -- I guess for the committee's purposes, I would like to get a clearer sense for us as to how adequate or inadequate that is as a representative device as a base for moving on to the kind of thing that Mr. Davis is asking?

Dr. Hansen: Yes. We conducted them according to the rules that you are supposed to conduct them by, first of all. We hosted the meeting at one of our two French-language high schools in the Gloucester area of our jurisdiction, which predominantly is, or has, a higher Francophone population compared to other areas in our jurisdiction. There were this year, for the first time, a greater number of people who expressed an interest in the election process that evening. I think in past years 100 to 150 was considered a high number that turned out, but this year there was close to 400 who showed up that evening, and the elections took place as they normally take place with candidates being available, declaring

themselves and people electing them as a result of that process.

Mr. Allen: Thank you very much.

Mr. Chairman: Mr. McKessock?

Mr. McKessock: The second section in your appendix, I.2, where you -- I wondered why you felt in a three-member section board, there is a greater probability of two seats maybe vacant at the same time?

Dr. Hansen: I think the background -- I will leave this subject to our director's comments, but it is my understanding that when you have a committee limited to three members -- in our case this would be the composition of the French-language committee -- because of an accident or an illness or a resignation or a death or anything along those lines, then you are put into that situation, as compared to a committee that has a larger number, a half a dozen or -- I think from the research point of view committees ideally should be structured at five to seven. So there is a higher probability of lack of quorum, et cetera, and I think that is the context that it is put in.

I would like Mr. MacLennan to comment if there is anything else he can add.

Mr. MacLennan: That is essentially it, Mr. Chairman. We were recognizing the three as a very small number and therefore for any number of reasons you could have a problem. If it was in the order of five or seven, you have got a better chance of sustaining an ongoing committee and not ending up with the entire application being held up because you had a bad situation. Someone on holidays, someone else gets ill, someone else gets injured, the whole process stops until you can get replacements.

Mr. McKessock: I am not familiar with Article 204 of the Educations Act. Is that where you could make an appointment until an election ---

Dr. Hansen: Yes, as I understand it.

Mr. MacLennan: That is correct.

Mr. McKessock: Thank you.

Mr. Chairman: Mr. Hennessy?

Mr. Hennessy: Thank you very much, Mr. Chairman.

There is just one thing that comes to my mind. Mr.

Davis had mentioned it to you. And no doubt you will run into people, I guess -- and anybody who runs for office say to themselves, "Well, this will be my last term," and some are looking at '88 saying, "That's it; I am not going to run anymore." And then if you have the suggestion by Mr. Davis that an appointment be made in regards to, say, another election, you will still have a faction saying we do not need another election and they will come in and saying you are spending the taxpayers' money foolishly, et cetera, et cetera, and they will give an argument why they do not want another election.

What I think Mr. Davis had in mind is to try and make the transition as smooth as possible. If you have experienced people there, it is much better to pick somebody that is experienced and knows what the ballgame was up to now than to try and get somebody new but no doubt you will have a problem anyways. How would you face that problem? Would there be any possibility of maybe your board agreeing?

Dr. Hansen: Well, as I explained earlier, there are some problems. I appreciate your comment and Mr. Davis's attempt to look for a solution that is viable in the interim period. I think that is very positive. I just want to point out another complication, and that is -- and it relates to our submission that we made regarding Bill 30 -- and one of our fundamental positions as a board is that people have a right of choice, that separate school ratepayer for elementary purposes may choose, and we believe should have the right for public education at the secondary level, which, as you are probably aware, is not currently in existence in the wording of Bill 30 unless there is an amendment put into place.

So we have a number of our Francophone ratepayers who, because of circumstances, are separate school ratepayers but do have children in our two secondary public high schools, who are also very active in the affairs of our FLAC committee. So to simply say that we would select from FLAC representatives for the interim period, you would be restricting those representatives to essentially public ratepayers primarily from the one elementary school that we have as opposed to the wide dispersion of Francophones for the reasons that I cited in reference to Bill 30 that would not be qualified electors.

Mr. Hennessy: Thank you.

Dr. Hansen: The other -- I have just been informed -- also I would like to add that in terms of our separate school representatives, two of which are currently Francophones of the four that we have on our board, they would not be eligible to run. So you have a trustee who in effect would not be able to run, which would be their duly-elected separate school trustees but have an interest in the affairs of FLAC.

Mr. Chairman: Thank you very much, gentlemen.

Dr. Hansen: Could I make one concluding comment that does not come through? It may come through implicitly in the presentation, Mr. Chairman, but we would think that there could be a special committee created by the board. I guess it is in response to Dr. Allen's question earlier, that if we had the three trustees, Francophone trustees, as an interim measure, that we could create a special committee of the board to advise those three trustees in a similar fashion to the program committee or transportation committee or something of that nature. Thank you very much for your time.

Mr. Chairman: And thank you.

The next presentation is from the Prescott-Russell Separate School Board, Jean-Paul Scott, Director of Education, and probably others.

Sorry about that. I am informed that Mr. Scott may not be here, but -- is he here? Probably Mr. Scott will introduce the other members of his group.

CONSEIL DES ECOLES CATHOLIQUES DE PRESCOTT-RUSSELL

Mr. Scott: The members of our group are Mr. Gérard Miner, the Chairman of the Board, who will be making the presentation; Mr. Rock Lalonde, one of our trustees; and Mr. Gilles Legault, trustee as well of the Prescott-Russell Separate School Board.

M. Miner: Messieurs, avec les changements qui s'annoncent en ce qui a trait à la structure et à la gérance et au parachèvement du système des écoles catholiques, le Conseil des écoles catholiques de Prescott-Russell est heureux de pouvoir faire part au Comité de développement social de ses préoccupations, plus particulièrement concernant les implications de la loi 75.

Il est un peu difficile évidemment dans le contexte actuel de ne pas tenir compte du parachèvement du système catholique prévu par la loi 30 et de la possibilité de mise sur pied de conseils scolaires homogènes de langue française garantissant les droits religieux acquis et ce, de la maternelle jusqu'à la fin du cycle supérieur.

Depuis qu'il est question de représentation garantie ou de gestion scolaire, même avant la parution du Livre blanc, lors des nombreuses discussions, surtout au sein des cours d'été, congrès et rencontres organisés par l'Association française des conseils scolaires de l'Ontario, le Conseil des écoles catholiques de Prescott-Russell n'a jamais préconisé une telle forme de gestion scolaire.

Bien que les dirigeants de certaines régions francophones de l'Ontario croient depuis plusieurs années que les structures prévues par la loi 75 puissent bien fonctionner dans leurs milieux, les francophones de Prescott-Russell qui vivent dans un milieu très majoritairement francophone peuvent difficilement accepter de telles structures scolaires, surtout à ce moment-ci où il est évident que le gouvernement actuel envisage très sérieusement la mise sur pied d'un conseil scolaire homogène de langue française garantissant les droits religieux acquis de la maternelle jusqu'à la fin du cycle supérieur.

En effet, le Conseil des écoles catholiques de Prescott-Russell n'a cessé d'adopter des résolutions en ce sens et ce, depuis le 15 décembre 1981. Le 15 décembre '81, le Conseil approuve le principe de conseils scolaires de langue française de la maternelle à la treizième années en Ontario tout en respectant les droits religieux acquis et revendique auprès du gouvernement ontarien un conseil scolaire de langue française de la maternelle à la treizième année pour les comtés de Prescott-Russell tout en respectant les droits religieux acquis.

Le 16 février 1982, que le Conseil des écoles catholiques de Prescott-Russell réaffirme sa position à l'AFCSO à l'effet qu'il revendique un conseil scolaire de langue française garantissant les droits religieux acquis et qu'il n'est prêt d'aucune façon à accepter des structures scolaires qui diminueraient de quelque façon que ce soit le caractère français du conseil actuel.

Ici, j'ajoute que c'était surtout en réponse à une suggestion de l'AFCSO de représentation garantie.

Le 11 septembre 1984, que le Conseil entreprenne les démarches nécessaires afin que toute la population scolaire qu'il dessert puisse bénéficier dès que possible de l'éducation dans les institutions catholiques jusqu'à la fin du cycle supérieur.

Cette demande fut présentée au ministère de l'éducation et réitérée lors des présentations à la Commission de planification et de mise en oeuvre le 5 décembre 1984 et au Comité de développement social le 23 août 1985.

La mise sur pied d'un conseil scolaire homogène de langue française serait probablement plus justifiable dans Prescott-Russell que dans n'importe quelle autre région de la province de l'Ontario.

Il est à noter que 26 des 27 écoles élémentaires sont des écoles de langue française. A ce moment ici, je parle des écoles de notre conseil.

Six mille sept cent cinquante-huit écoliers sont inscrits aux écoles françaises, de la maternelle à la huitième année. Deux cent dix-neuf écoliers sont inscrits à l'école catholique de langue anglaise, Pope John Paul II Regional Catholic School, de la maternelle à la huitième année. C'est la seule école anglophone que nous avons dans notre Conseil.

Mille deux cent soixante-quinze élèves francophones fréquentent les trois écoles secondaires de langue française du Conseil d'éducation de Prescott-Russell: à Casselman, Embrun et Rockland.

Mille six cent trente élèves francophones fréquentent les écoles secondaires mixtes de Hawkesbury, Plantagenet et Vankleek Hill. Sept cent quatre-vingt trois élèves anglophones fréquentent les écoles secondaires mixtes de Hawkesbury, Plantagenet et Vankleek Hill.

Nous avons omis ici les cinq écoles primaires publiques qu'il y a dans Prescott-Russell qui sont entièrement anglophones.

Selon notre planification qui fut présentée à la Commission de planification et de mise en oeuvre et au Comité de développement social, les trois écoles secondaires de langue française dans Prescott-Russell deviendraient des écoles catholiques et les trois écoles secondaires mixtes deviendraient, du moins en partie, des écoles secondaires catholiques.

Il faudrait créer des entités distinctes au sein de ces trois écoles mixtes, à moins que les populations concernées préfèrent un regroupement plus homogène au sein de ces écoles.

Le Conseil des écoles catholiques de Prescott-Russell veut coopérer dans la plus grande mesure du possible, afin que des structures appropriées soient mises sur pied, pour répondre aux besoins éducatifs de la population anglophone catholique et non-catholique.

Tel que prévu dans les directives qui nous furent soumises par la Commission de planification et de mise en oeuvre, les frontières actuelles pourraient être modifiées afin que l'école élémentaire catholique, Pope John Paul II Regional Catholic School, soit rattachée à un autre conseil scolaire anglophone catholique avoisinant, à moins qu'une autre solution plus appropriée puisse répondre davantage aux besoins de la population anglophone catholique au niveau élémentaire dans Prescott-Russell.

Au niveau secondaire, des mécanismes de consultation devraient être prévus afin de répondre le plus adéquatement possible aux besoins de la population anglophone

tant catholique que non-catholique.

Les enseignants oeuvrant dans les écoles secondaires seraient mutés dans les écoles secondaires catholiques françaises dans la même proportion que le nombre d'élèves qui seraient mutés du Conseil d'éducation de Prescott-Russell aux écoles du nouveau conseil scolaire homogène de langue française catholique.

Il faudrait évidemment reconnaître et accepter le fait que les écoles du Conseil des écoles catholiques de Prescott-Russell seraient des écoles catholiques.

La mutation du personnel de soutien tant dans les écoles qu'au siège social, de même que la mutation du personnel cadre, se ferait en tenant compte de la proportion d'élèves transférés d'un conseil à l'autre.

Les conventions collectives en vigueur seraient respectées, de même que toutes les étapes de transfert d'un conseil à l'autre, tel que prévu présentement dans la loi 30.

Le fait de regrouper toutes les écoles francophones de la maternelle à la fin du cycle supérieur au sein du même conseil devrait faciliter une plus grande cohérence dans la programmation, surtout au cycle intermédiaire.

Des sections distinctes dans le budget existeraient afin que les subventions et les revenus d'un palier secondaire ne servent pas au palier élémentaire, ni vice-versa.

Le transport des écoliers devrait continuer à s'effectuer de la même façon qu'il se fait présentement, puisqu'essentiellement, les élèves continueraient à fréquenter les mêmes écoles qu'actuellement. Les élèves des écoles élémentaires et des écoles secondaires voyagent habituellement ensemble lorsque l'école élémentaire est située à proximité de l'école secondaire. Dans ce cas, les élèves des écoles élémentaires se retrouvent sur le même autobus que les élèves des écoles secondaires, dont les parents sont contribuables aux écoles catholiques ou aux écoles publiques. Ce transport en commun pourrait continuer de s'effectuer de la même façon.

Ces nouvelles structures ne nécessiteraient plus l'existence des comités consultatifs de langue française, ni celle des comités consultatifs de langue anglaise. Par contre, un Comité consultatif pour l'enfance en difficulté pourrait continuer à fonctionner sensiblement comme c'est le cas présentement.

La mise sur pied d'un conseil scolaire homogène de langue française catholique dans Prescott-Russell nous

permettrait de continuer à fonctionner en français, comme nous le faisons présentement, donc de façon beaucoup moins coûteuse, moins compliquée et plus efficace.

La mise sur pied d'un conseil scolaire homogène de langue française garantissant les droits religieux acquis de la maternelle jusqu'à la fin du cycle supérieur aurait pour effet également d'assurer un fonctionnement plus facile, moins coûteux et plus efficace pour le secteur anglophone. Ce dernier n'aurait pas non plus à produire de nombreux documents, et en français et en anglais, et prévoir possiblement des mécanismes de fonctionnement dans les deux langues officielles du pays.

Le Conseil des écoles catholiques peut difficilement concevoir de nouvelles structures scolaires, tel que prévu par la loi 75, qui diminueraient le nombre de conseillers scolaires francophones de 12 à 9, alors que sa population scolaire augmentera considérablement avec le financement prévu pour les écoles catholiques de la neuvième à la treizième année.

De plus, le fait d'ajouter trois conseillers scolaires anglophones au sein du Conseil des écoles catholiques de Prescott-Russell aurait pour effet d'ajouter sensiblement aux coûts de fonctionnement du Conseil, tout en créant un mode de fonctionnement plus lent, plus compliqué et moins efficace.

Selon le jugement de la Cour d'appel du 26 juin 1985, les minorités francophones du Canada ont droit de recevoir l'éducation en français dans leurs établissements scolaires.

Le Conseil scolaire homogène de langue française garantissant les droits religieux acquis de la maternelle jusqu'à la fin du cycle supérieur respecte beaucoup plus, selon le Conseil des écoles catholiques de Prescott-Russell, la Charte canadienne des droits et libertés, que les structures prévues par la loi 75. L'exclusivité des pouvoirs prévue par la loi 75 sera probablement la source de conflits répétés, puisqu'il n'est pas toujours facile de prévoir exactement l'étendue des domaines qui sont tout à fait exclusifs ou qui sont en commun.

Il est également difficile de prévoir l'impact que les pouvoirs en commun peuvent avoir sur les pouvoirs exclusifs et vice-versa.

Ces raisons ont motivé le Conseil des écoles catholiques de Prescott-Russell à adopter la résolution suivante lors de la réunion plénière du 26 mars 1986:

"Que le Conseil des écoles catholiques de Prescott-Russell demande au Ministère de l'éducation de retarder l'application de la loi 75 pour les comtés de

Prescott-Russell jusqu'à ce que l'on ait la solution appropriée pour la situation de Prescott-Russell."

Messieurs, nous vous remercions pour votre bienveillante attention et sommes assurés que vous déploierez tous les efforts nécessaires afin que nous ayons ces nouvelles structures scolaires que nous revendiquons depuis plusieurs années.

Mr. Chairman: Thank you very much.

Any questions? Mr. Poirier.

M. Poirier: Merci, monsieur le Président.

Chers collègues, bonjour.

M. Miner: Allô.

M. Poirier: Je n'irai pas trop vite, pour qu'il n'y ait pas de problème.

Je voulais savoir, pour le bénéfice de mes collègues -- moi je suis évidemment au courant de la situation -- mais pour le bénéfice de mes collègues au sein du comité, pourriez-vous décrire peut-être -- évidemment, puisque votre plan implique nécessairement l'autre conseil scolaire évidemment -- décrire comment vous en êtes arrivé -- quelle sorte de collaboration vous avez eue avec l'autre conseil, tout ça. C'est le genre de question qui intéresserait mes collègues au comité.

M. Miner: Nous sommes présentement dans la deuxième année de fonctionnement d'un comité inter-conseil, regroupant quatre conseillers de chez nous et quatre conseillers du conseil d'éducation. Nous avons aussi eu au moins deux rencontres des conseils en entier. Nous avons eu encore dernièrement une rencontre qui n'était pas des comités inter-conseil mais qui regroupait encore-là quatre conseillers de chaque conseil -- on était six de chaque conseil.

Nous avons des rencontres continues. Nous avons des contacts continus -- un dialogue. Il va sans dire que ce n'est pas -- on n'est pas toujours toujours sur la même longueur d'onde puis de dire le contraire serait de leurrer les gens. Mais je crois que la négociation et le dialogue sont là. Et à moins d'avis contraire de l'autre conseil, je crois que l'ouvrage se fait présentement d'une façon très constructive. Vous allez recevoir un mémoire de l'autre conseil demain.

M. Poirier: Donc, à vous dire, la région de Prescott-Russell est prête pour son conseil scolaire homogène?

M. Miner: Je m'excuse?

M. Poirier: A nous dire, la région de Prescott-Russell est prête pour un conseil scolaire homogène?

M. Miner: Je suis président d'un conseil scolaire homogène à toute fin pratique comme c'est là. Nous sommes 12 conseillers francophones qui desservons -- 96% de nos élèves sont francophones. Et le Bill 75 nous enlèverait ce conseil homogène-là. Alors, je ne peux pas dire le contraire, que le CECPR revendique le conseil homogène depuis toujours.

M. Poirier: Voilà. Merci bien.

Merci, monsieur le Président.

M. Miner: Peut-être aussi on pourrait remarquer que la dernière résolution que nous avons lue, à la page 7, en haut de la page, est quasi mot-pour-mot une résolution qui a été adoptée aussi par le conseil des écoles publiques. Alors au niveau du Bill 75, nous semblons tout de même être entièrement d'accord.

Mr. Chairman: Any other questions?

Doctor Allen.

M. Allen: Monsieur le Président, peut-être ce n'est pas correcte de décrire mon intervention comme une question. Ce n'est pas un problème essentiel avec votre proposition, et comme vous savez, notre Parti a dit que -- au plus vite que possible que c'est possible d'instaurer un conseil homogène à Prescott-Russell, le mieux pour tous. Et donc, c'est nécessaire de faire les arrangements satisfaisants pour la minorité anglophone -- oui -- mais vous le reconnaissez, et pour nous c'est le temps de faire une grande démarche à Prescott-Russell vers une structure qui -- comme vous le savez, vous l'avez maintenant.

Merci pour votre bref.

M. Miner: Merci.

Mr. Chairman: Mr. Dean.

Mr. Dean: Thank you, Mr. Chairman.

I just wanted to be sure I understand properly, from the data and the submission, that basically in Prescott-Russell the Anglophone will be the minority section. Is that correct?

Mr. Miner: That is correct, sir.

Mr. Dean: And I note that you have said that you

are prepared to co-operate with anybody to put in place the appropriate structures to respond to the educational needs of both the separate and public Anglophones. So that -- do you regard Bill 75 as appropriate -- with all the comments you have made here -- to serve that purpose in your area?

Mr. Miner: I have no doubt that the necessary services for the Anglophones have been made over the years so far. And to give 25 per cent of the representation to four per cent of the student population, I do not think is going to give them more services than what they have right now. We are just saying that if you are speaking of the Anglophone Catholic population, we are speaking of one school inside our school board right now.

And -- well, we have looked at different possibilities, one of them being, of course, they are only three miles away from the border of Carleton County. So, in other words, in order to help them along -- because they are now serviced by the regional education ministry office, as far as supervisory services are concerned -- it might be to their advantage to be regrouped with Carleton. But we are willing to carry on giving them the services that we have always given them so far.

Now, if we are speaking of the Anglophone public -- well, of course, we understand that if we were to regroup the Anglophone Catholics with the Anglophone public, then that would create maybe somewhat of a problem in Prescott-Russell. So this is why we are suggesting that the Catholic school be maybe regrouped with a Catholic board in the Carleton Catholic board, and the public board -- the Anglophone public board is already existing in Prescott-Russell. They have six trustees already elected, and they have five public schools. And as far as I am concerned, they could just as easily continue operating the same as they do right now.

Mr. Dean: Thank you.

I think that clarifies it, Mr. Chairman.

Mr. Chairman: Any other questions?

Thank you very much, gentlemen.

Mr. Miner: Thank you very much, sir.

Mr. Chairman: Your problem is a little different than the others we have heard of.

Mr. Miner: Yes. We have been told that before and we have known that for quite a few years.

Mr. Chairman: Thank you.

Mr. Miner: Actually, we did not have much of a problem. Now, some of these new intentions like Bill 75 may be creating one in our area, where it is helping other areas.

Merci beaucoup.

Mr. Chairman: The next presentation is from the Renfrew County Board of Education, Ron Grenier, Chairman, and Howard Hempsted, Director of Education, and maybe others. Please have a seat and proceed with your presentation.

RENFREW COUNTY BOARD OF EDUCATION

Mr. Grenier: Sir, would you like me to read the brief that we have presented already?

Mr. Chairman: That is customary and would be fine with us.

Mr. Grenier: Thank you very much. I would like to begin with the general position on governance of French education, and that is, the Renfrew County Board of Education has felt and continues to feel a strong empathy for the aspirations of Francophones in Renfrew County. The board also has an equally strong sense of responsibility for providing secondary educational programs and services to the best of the ability of this school system for all students who are qualified and choose these programs.

The board is justifiably proud of the educational programs and services received by our Francophone secondary school students which have been developed during the past almost two decades and which have resulted from good communications, co-operation and trust among the Francophone community, the French Language Advisory Committee, the Board of Education and the administration and staff of Champlain High School in Pembroke.

The Renfrew County Board of Education has been mindful and supportive of the position taken by the Honourable Bette Stephenson, Minister of Education, in October, 1979.

"The issue is one of bridging the gap between the province's desire to ensure a solid, culturally secure and realistic primary and secondary education which allows Ontario's Francophones to retain their language, culture and traditions, within a province that is overwhelmingly English-speaking, and the inability of some local communities and boards to, in all conscience, support the cost of a totally separate school facility at a time of province-wide falling enrolments, and increased anxiety directed at local spending.

... The challenge, clearly, is to determine how a distinct and effective French-speaking school program can be

established, even in those schools where numbers and/or the availability of existing facilities may make it impractical to consider the construction of a new secondary school building in a given community or region.

. . . Consistent with the desire to offer the best educational program possible to every French-language student in Ontario, school boards will be encouraged, wherever numbers and/or other circumstances warrant, to offer full programs in the French language within self-contained school buildings.

. . . I would stress that these actions are not intended to force change upon each and every mixed school situation. Clearly, not all communities will wish to take the aforementioned steps. In some instances, the French Language Advisory Committee and the Board of Education will undoubtedly determine that the mixed school should remain in its current form.

. . . It should be clear that these proposals to encourage the development of homogeneous French language entities in current mixed school settings is a demonstration by the Government of its commitment to French-language education and to the changing circumstances that prevail, and will continue to prevail throughout our province. It is a recognition that minority education opportunities require increasing sensitivity to cultural realities if effective opportunities are to be sustained.

It should be equally clear, however, that we cannot accept the idea, especially in these times of careful and judicious educational spending, that optimum French-language education can only succeed if housed in a separate and distinct building."

In March, 1983, the Renfrew County Board of Education noted the Ministry of Education proposal in response to the Report of the Joint Committee on the Governance of French Language Elementary and Secondary Schools. There was some concern about our ability to provide French-language schooling for Francophones under the government's plan to remove from the Education Act the condition that limited the provision of education in the French language to instances "where numbers warrant."

Despite potential problems because of the size and population patterns of the county, the board accepted the government's position and prepared for long- and short-term changes in our French first language programs as would continue to be developed by a French Language Advisory Committee, since our number of Francophone students would be less than 500 and would represent less than 10 per cent of the total full-time equivalent enrolment.

Now, with the changes proposed under Bill 75, the Renfrew County Board of Education shares the hope expressed in his statement to the Legislature by the Honourable Sean Conway, Minister of Education:

"I am confident that this proposed legislation provides solutions that are sensitive to both regional diversity and local situations. . . . I would like to point out that there is still room for further discussion of these measures since I am proposing that following second reading, the Bill will be sent to Committee for examination and debate."

The Renfrew County Board of Education has continued to seek the best programs and services for its French-language students and, following careful study with the Ministry of Education and visits to other school systems, has approved plans for the reclassification of Champlain High School from a mixed French/English school to a full dual entity school for September, 1986.

Because of cordial relations and the successful growth and development of programs for Francophone students, the Renfrew County Board of Education would like to call to your attention a number of concerns and questions about the terms of Bill 75 which, it is hoped, will be carefully addressed before the final reading of this bill.

The specific factors in Renfrew County affecting and effected by Bill 75. Before outlining our questions and concerns about Bill 75, we would like to establish the situation in Renfrew County in which Bill 75 will be implemented, because the situation will not only affect the implementation of the Bill but also, in turn, will be specifically affected by the terms of the Bill.

a) The Francophone Community and Renfrew County. Although Renfrew County has an abundance of family names indicating a French heritage, the families which actually have French-language rights under Section 23 of the Canadian Charter of Rights and Freedoms and those who choose French-language educational programs, is a very small proportion of the county's total of approximately 80,000 population. Our current enrolment of Francophone students at Champlain High School has grown to approximately 150, despite serious declining enrolment in all other sections of our seven high schools. We estimate that there are probably a little more than 400 families who maintain the French language in their homes. Since a high proportion of family members remaining in the county are increasingly elderly, the number of French-speaking residents is probably around 2000.

It should be noted, too, that while Renfrew County stretches over 200 kilometres from Arnprior to beyond Deux Rivières along the Ottawa River and about 120 kilometres north

to south from Pembroke to Combermere, almost all of the families exercising Section 23 rights reside in or around the City of Pembroke and Canadian Forces Base Petawawa, or in the LaPasse area of Westmeath Township.

Despite the foregoing, note should be taken that in the 1982 assessment report for the County of Renfrew, 282 public school supporters indicated that they were electors for French-language school purposes, and 557 separate school supporters indicated they were electors for French-language school purposes. A study of the list suggests that some were listed who would not have Section 23 rights, but a larger number who could have qualified were not listed.

b) The present governance of French Education in Renfrew County. The Renfrew County Board of Education is composed of 16 trustees, 11 representing public school ratepayers and five representing separate school ratepayers for secondary school purposes.

The French Language Advisory Committee has major responsibility for secondary school programs for francophone students. This Committee is composed of three trustees of the board and six representatives elected by Francophone ratepayers.

Due to the location of the families who wish to avail themselves of secondary school programs in which French is the language of instruction, four of the community representatives on the French Language Advisory Committee reside in the City of Pembroke, and the other two reside in the area immediately adjacent to the city in Stafford Township and the Township of Petawawa.

During the years since 1969, procedures have gradually developed harmoniously, providing for the division of responsibilities and relationship of the French Language Advisory Committee to the board. These understandings have led to mutually agreed upon long-term plans for program development, staffing and budgetary expenditure of Ministry of Education grants specifically earmarked for French-language education.

c) Problems derived from Bill 30, the extension of full funding to separate secondary education. The completion plan of the Renfrew County Roman Catholic Separate School Board provides, among other things, for the transfer of one of the two secondary schools in Pembroke to the separate school board targeted for 1987 or beyond. Their plan also provides for the separate school board assuming responsibility for secondary school programs for Francophone students at the same time.

The Renfrew County Board of Education has not

agreed to either of these proposals. Neither Pembroke secondary school will be surplus to the needs of the Renfrew County Board of Education. There is considerable evidence that the Francophone community wishes to continue with secondary French-language instruction provided by and under the jurisdiction of the Renfrew County Board of Education.

Although we are not certain of what changes may be made in Bill 30 before it may be passed, the Bill has called for an end to trustees representing separate school ratepayers on the Board of Education at the end of 1986. We are not certain whether our five trustees representing separate school ratepayers will be replaced by other trustees or whether the board will be reduced from 16 trustees to 11. In any case, significantly, it seems most likely that the only trustees on the Renfrew County Board of Education who might have Section 23 rights will no longer be trustees on our board, effective January 1, 1987.

Accordingly, the French Language Education Council would be composed of only three representatives of the Francophone community. We are not at all certain, however, whether we could have such representatives if they must be qualified in the same manner as trustees for the board, since after 1986 trustees on the Board of Education would represent only public school ratepayers.

d) The economic realities of Renfrew County and the needs of Francophone students. At the present time, 145 Francophone students at Champlain High School are enrolled in approximately 640 credits in which French is the language of instruction, 4.4 credits per student. They also are enrolled in approximately 450 credits in subjects in which English is the language of instruction, 3.1 credits per student.

The subjects in which French is the language of instruction include: dactylographie, droit, éducation physique, français, géographie, histoire, informatiques, mathématiques, sciences, sociologie, and mathématiques and français éducation -- I cannot pronounce the last one, sorry -- de base, basic.

Subjects taken in English include: art, English, basic education, business, computer science, co-operative education, physical education, family studies, geography, history, music, mathematics, science, theatre arts, technical.

The availability of the foregoing courses has evolved in response to specific needs and wishes of the Francophone students and their parents. It provides opportunities for students to advance to further education, as well as for Francophone students to have the needed knowledge and skills to find employment in their home area.

The Renfrew County Board of Education has been

supportive of the planning of its French Language Advisory Committee and the Français Department of Champlain High School, and there is evidence of continuing co-operation and positive evolution.

The Renfrew County Board of Education concerns and questions about Bill 75. The Francophone representation and involvement in education. The rights of Francophones to be secondary ratepayers of the Renfrew County Board of Education.

Under the terms of proposed Bill 30 regarding the extension of full funding to separate secondary education, we understand that families will be classified as either separate school ratepayers or public school ratepayers. No longer will there be the opportunity to be a separate school ratepayer for elementary school purposes and a public school ratepayer for secondary school purposes.

Since elementary French-language programs are provided by the Renfrew County Roman Catholic Separate School Board, it would appear that Francophones will be expected to become separate school ratepayers. Since the secondary French-language programs are provided by the Board of Education and there is significant indication of the desire of the Francophone community to continue with this arrangement, there may be problems of ratepayer identification and confusion about which board Francophones will deal with.

The Renfrew County Board of Education feels that the right to be public school ratepayers for secondary purposes should not be precluded by the need for Francophones to be separate school ratepayers for elementary purposes.

Membership of the French Language Education Council. Under Bill 75, a French Language Education Council is to be established in January, 1987. Members of this committee are to have the same qualifications as trustees for the board. If Francophones are considered separate school ratepayers, it does not appear possible for them to be members of the French Language Education Council, despite the fact that the whole purpose of such a committee is to provide for involvement of Francophones. This same problem would exist in January, 1989, when a French-language section of the Board would be formed, again requiring qualifications for membership the same as for trustees on the board.

The composition of the French Language Education Council and the French language section of the board. In January, 1987, the French Language Education Council would be formed, consisting of three representatives of the French community. At that point, our board would have no trustees with Section 23 rights because of the dropping of representatives of separate school ratepayers from the Board of Education at the end of 1986.

Because of this, three members of the French Language Education Council would be substituted for what we currently have, which is six representatives of the French community and three trustees of the board. We have significant concerns about the reduction in the number of Francophones involved in this process, and even though the Committee may have more power than the present French Language Advisory Committee, there is certainly far less active participation by Francophones.

In addition, when in 1989 a French-language section of the board is established, again consisting of three trustees with section 23 rights, we have grave doubts about so few representatives being spread among the many committees of the board so that they can fully understand the totality of the board's operations and see to the development of the French-language programs within the constraints and opportunities of the total operations of the school system.

Provision of secondary education for Francophones in Renfrew County. As we have indicated earlier, the Renfrew County Roman Catholic Separate School Board's "Completion Plan" provides for the transfer of Francophone secondary students to their system in 1987 or later. The Renfrew County Board of Education wishes to maintain their secondary school programs for Francophones in light of indication of support by Francophones for continuing in the public system and especially in light of the establishment of a full French entity at Champlain High School for September, 1986.

In light of the foregoing, it is essential that as soon as possible there be clarification of the conflicting terms of Bill 30 and Bill 75, since these decisions are vital to courses of action which will need careful study and planning.

b) The role and jurisdiction of French Language Education Council and trustees of the French-language section vis-à-vis the Renfrew County Board of Education. The intention of the terms of Bill 75 appears to be that decisions about matters exclusively concerned with the French language instructional units would be under the jurisdiction of the French language section of the board. This section would, in turn, be excluded from matters exclusively related to the English language instruction units. Both the French-language section and the English-language section of a school board would have joint responsibility and authority over matters which affect both sections. It is very difficult to put this concept into clear language. In actual practice, it will be even more difficult to establish procedures which are clear, consistent, efficient and practical.

Accordingly, it is most important that Subsections (k), (l), and (m) of Section 277 dealing with matters of

jurisdiction be studied by the Ministry with great care with the school boards affected. The procedures in each school system must be locally developed in a manner promoting understanding and co-operation rather than a rigid set of rules which are more likely to promote divisiveness and discord.

There is also a lack of clarity in the matters of financial accountability to the public for such items as the local levy, the distribution of educational expenditures within the school system, and other such matters which have heretofore been subject to the authority and accountability of the Board of Education. With this divided between a French section and an English section, there could be some major differences and no clear direction for their reconciliation.

We recognize that if there is a lack of will for co-operation and harmony between the sections, acts and regulations of the government are unlikely to ensure it. It is important, however, that the acts and regulations be set out as clearly as possible to minimize potential misunderstandings, and also that the terms should be tailored to the realities and specific requirements of board operations to which they are directed. The language of Section 277, in our view, leaves considerable to be desired in this regard.

The Renfrew County Board of Education wishes to recognize the aspirations of Francophones in our county and to provide for the organization of board and committee meetings, staff reports, reviews and planning as is necessary for the total operation of the system, including French-language programs, services, personnel, et cetera. In order to accomplish this, some separation and division of meetings, agenda, minutes, et cetera, may be necessary.

This may be especially true in some matters where the choice of language in which information is written or spoken has special significance. We would hope, however, that boards would be given assistance and encouragement to develop and evolve procedures which will meet their particular needs and the intentions of the Ministry of Education in the matter of language rights. There will be a need for patience and understanding and time without volatile issues to achieve changes of significance.

In Section (a), some concerns were expressed about the establishment of a French Language Education Council in the coming year leading to trustees of a French-language section in 1989. Part of this concern is for the proportionate representation of Francophones compared to English-speaking trustees.

We are not certain that a decision to have three Francophone representatives or trustees is other than a compromise between the number there would be with a strictly

mathematical basis for determination and the number that would effectively permit the Francophone community to participate appropriately in the decision-making processes of the school system.

Clearly, this will need further study. It seems to us that Bill 75 should provide for the addition of further representatives of the Francophone community where the board and the community representatives agree this would be a better way to organize committees and to involve Francophones in the broad work of the board.

Our conclusion. The Renfrew County Board of Education appreciates this opportunity to express its views, questions and concerns about Bill 75. We hope that the Committee will give careful consideration to this brief and those from other organizations and individuals.

Particularly, we hope that before this new legislation is passed, there will be a resolution of the many serious problems for a Board of Education such as ours, caused by the proposed terms of Bill 30. While they are not strictly in all instances involved in Bill 75, the following matters need clarification and action before Bill 75 can be addressed sensibly: a) that legislation permitting "umbrella board" or service units as is recommended in the "Report of the Commission on the Financing of Elementary and Secondary Education in Ontario"; and b) that requirements and criteria for the establishment of new separate secondary schools; c) the right of choice of school system by ratepayers and students; d) trustees composing a Board of Education and the appropriate representation of students and ratepayers; e) financial problems for school boards under Bill 30; and f) employee protection, et cetera.

The Renfrew County Board of Education feels a strong commitment to the provision of high quality educational programs and services for all its students, including secondary Francophone students, with due regard to costs and resources. Because of this, we urge this committee to take the time necessary to fully examine its intentions regarding the governance and programs and services for Francophone students within the total educational scene.

We believe that unprecedented significant changes are now underway or planned, including: the implementation of Ontario schools, intermediate and senior divisions; the followup on the "Early Childhood Education Report" and the Junior Division Review; the study and implementation of the "Report of the Commission on the Financing of Elementary and Secondary Education"; the study and implementation of the "Report of the Commission on Private Schools in Ontario"; effecting appropriate changes in Bill 30 and following its legislation, approval, implementation.

It will take a good deal of time to study and clarify procedures set out in Bill 75 in light of the foregoing. The future of Francophone education and the well-being of the total educational enterprise require that we proceed with appropriate local involvement to resolve and clarify the questions and concerns identified in this brief and others which will emerge as plans and procedures are further developed and clarified. The Renfrew County Board of Education will be pleased to continue to advise and assist as these plans are evolved and implemented. Thank you.

Mr. Chairman: Thank you.

Are there any questions? Mr. Smith?

Mr. Smith: Thank you, Mr. Chairman.

I have to say, in listening to this presentation, it was very well thought out. I am just wondering if you see Bill 75 -- it is just a question, I guess, to hear more comment -- do you see that some areas of this province may be more able to accept Bill 75? Just in listening to you and the way you describe your school board, you seem to be inferring that there is good harmony in your educational system. Everybody seems to be happy. So I guess if this bill was given a royal assent -- I think that is the word -- and brought into being, then maybe your area should not have to come in at the same time as some other areas. It is just a question to you to hear more comment, I guess.

Mr. Grenier: Well, we are concerned that any time you legislate something you tend to upset certain factions of people. We in Renfrew County have been able to accomplish what you seem to be seeking under Bill 75 without legislation, but by working with the Francophone community and accomplishing it by ourselves without legislation on the books and alienating a certain number of people.

Mr. Smith: So you feel there is no -- I use the word -- dissension in your county now over this French governance? Or is that a loaded question, maybe?

Mr. Hempsted: I can only give my perception, and that is that, by and large, the Francophone community are pleased with the developments so far, and as far as the provisions of Bill 75 they could be quite satisfactorily implemented in our county with the kind of changes we have recommended.

Mr. Chairman: Mr. Hennessy?

Mr. Hennessy: Thank you very much.

On page 9, you say in paragraph two:

"In light of the foregoing, it is essential that as soon as possible there be a clarification of the conflicting terms of Bill 30 and Bill 75 . . ."

And would you think, in your wisdom, that perhaps instead of having two bills, would they not be better off to take the both bills and put them into one bill rather than -- people can start saying, "Well, Bill 75 says this, Bill 30 says this." You are going to have arguments that people have interpretations of what the different clauses or different bills mean. This could be a possibility. If you had one bill that would take care of everything rather than have two bills. The first thing you know, if you run into problems the Minister will probably bring out another bill. So you would have three bills, then.

So I am saying it makes it difficult for people who are lay people to try and find out -- every time you strike a committee you have another bill, and if we go along with it long enough, we will have four or five bills. And I am just saying that if does pertain to one problem, the school situation and the Anglo-Saxons and the Francophones to some extent. Would it not be better off to lump them into one bill? You are more enlightened in this than I am, and you still say you will have trouble clarifying different areas.

Mr. Hempsted: My perception again is that the difficulty here, the major difficulty, lies with the need for decisions on Bill 30. Once they are in place then we know what Bill 75 means. Until Bill 30 has been established, we do not know what Bill 75 necessarily means.

Mr. Hennessy: You are in the same position we are in. I am, anyways. Well, Mr. Poirier asks the question all the time: Would you accept Bill 30 first or Bill 75 first? Which one should we make a decision in? Mr. Poirier has asked that question many, many times and received different answers.

Mr. Hempsted: I think our board's advice would be that we would like an opportunity to work on the "umbrella-board" type of concept, which would probably resolve the difficulties in both Bill 30 and in Bill 75, and frankly I think that would be the direction that we would like to go.

Mr. Hennessy: Thank you.

Mr. Chairman: Dr. Allen?

Mr. Allen: Thank you, Mr. Chairman. I think I understand what you are saying on page 3, gentlemen, when you refer to the reclassification of Champlain High School from a

mixed French/English school to a full dual entity school for September, 1986, but perhaps for the committee you would tell us what that transfer entails in terms of the operations of the school.

Mr. Hempsted: Most of it involves rather cosmetic changes to the school. A name which is distinctively French it already has, but probably a new one would be selected for the Francophone school, one depicting some local history in addition to Champlain. So it would probably have the distinction of having two French names. Probably a distinctive telephone number for each school, a distinctive principal for each school. At the present time we have one principal and two vice-principals, and the ruling is that one of those three must be fluently bilingual, and we have been able to meet that requirement. But this would mean that there would be both a French principal and an English principal. Some other small things like some relocation of lockers in various areas to bring the French-language section even more together than we currently have and probably the provision of a more -- in a way a separated guidance service that would be distinctively for Francophones. We currently have that service, but it is not nearly as obvious as it would be. So those are the kind of things.

Mr. Allen: Sure. Thank you very much. As an Anglophone who as a child thought that Champlain was a real great guy, I don't have any problem with your keeping the name for what is essentially an English-instruction school.

I think you are quite right on page 11 when you suggest that the numbers that were designated as the minimum representation for French-language section trustees was devised really in a very compromising kind of way and did not really bear in mind the responsibilities that the numbers would in fact have to bear. On the other hand, there is certainly a problem in artificially raising them in some board situations where one then gets really too many Francophone trustees voting on common matters. And I have been wondering in my own mind whether there is some way by which one could reach yet another compromise which would be that, say, the numbers in the French-language section would be a minimum of -- to pull a figure out of a hat -- six, but that the numbers that would vote on the common matters, as defined in Bill 75, would be -- would function pretty much as under Bill 75.

That way, you would have numbers to spread over the committees and to do the donkey work, so to speak, but you would eliminate the potential for threatening numbers on the other side in the voting. Is that viable, or is that, from your practice and understanding of board operations, something that would be quite intolerable?

Mr. Hempsted: That is the kind of thing we had in

mind and we also perhaps envisioned that you can have committee members involved in communicating to the board and communicating to the Francophone people who are not necessarily, all of them, voting members. In our county, it is a big thing to be responsible for something over \$50 million. That is peanuts in some jurisdictions, but that is big business in Renfrew County.

Mr. Allen: Thank you very much.

Mr. Chairman: Thank you, gentlemen. A very complete brief.

Mr. Grenier: Thank you very much.

Mr. Chairman: The next presentation is from the Frontenac County Board of Education. Katherine Sood is the Chairperson of the FLAC committee, John Bates, the Superintendent of Education, and Al Edmunds, the Vice-Chairman of the Board.

I understand that John Bates, the Superintendent, is the spokesperson.

FRONTENAC COUNTY BOARD OF EDUCATION

Mr. Bates: Mr. Chairman, if I might turn the speaking rights over to Mr. Edmunds and Katherine Sood in just a second. I would like to make a very short preliminary remark regarding the history of the two brief presentations you will hear this morning.

Our board has been involved in a discussion of Bill 75 since news of it first reached us from the Minister in late November, and we have elected, as all school boards have in Ontario, a new Board of Education and a new FLAC committee in that time period. As a result of that, we have an ongoing negotiation with regard to how these two bodies will work together, and a decision of the board on Thursday night of last week was that the time for this presentation would be shared equally if that was suitable to the Committee. And if that is the case, sir, I will turn the presentation over to Mr. Edmunds, who is the Vice-Chairman of the Frontenac Board.

Mr. Chairman: The time is yours to use as you see fit.

Mr. Bates: Thank you, sir.

Mr. Edmunds: My name is Al Edmunds, and I am going to be brief. Our brief is short; I am going to be even shorter. I hope you do not mind, I am taping this, because I am using the rights under Bill 82, and I do not do Braille and I cannot see to read those. It is just going to be very short on

the basis that we feel that we have 18 trustees, three of those presently are the separate school board trustees, and we are changing those over to the FLAC, French -- Francophones -- with only 50 families with approximately only 20 students that we have in the French classes. We pay to go to Ecole another 45 students at the present time, and most of them would not, if not all of them, would not qualify under Bill 23.

We feel that one trustee to represent the FLAC would be sufficient, but to maintain the FLAC committee as it is and to economically take the money for the other two trustees and make sure that that is used by the committee presently of six representatives of FLAC and three from the trustees. Naturally, the case would be if there was only one trustee elected, there would two from the board and then one of the French trustees being on it, so that would still give three trustees and still go along with six members. And that being said, I do not see anything else to be said there.

We just feel for 50 families and 20 students that three trustees is a little much. But we think in all sincerity that the activities of a FLAC committee have been tremendously rewarding both for ourselves and also for the French people that live in our area, and I think that we would like to keep it this way. On that, I will turn it over to Katherine.

Mr. Chairman: Thank you very much.

Katherine, it is your turn.

Mme Sood: Merci beaucoup.

Nous, les membres du comité CCLF dans le comté de Frontenac tenons à remercier le conseil scolaire pour cette opportunité.

We would like to thank the school board of our district for the opportunity to be able to come to jointly address you, because it allows us the opportunity to explain to you our point of view.

Notre désir, c'est toujours de continuer dans un très bon esprit, l'espoir que tous nos enfants auront l'opportunité de recevoir la meilleure éducation qui soit dans le pays, et ça dans les deux langages officiels.

Our Board has shown in the past and continues to show an extremely strong willingness to allow the francophone presence to grow. And it seems convinced that the factor which underlies our condition -- that is, assimilation -- we have been the brunt -- the francophones -- of assimilation in the county. So that indeed we do have a problem of very small numbers.

The Board did do a recommendation to you. We have -- if I could give you some copies here -- our reply -- merci, George -- and here we have as well some recommendations.

The government has presented our county with the opportunity to look at the question of auto-management of francophone schooling. So our position, of the elected members of the FLAC Committee, has been to accept the principle of three trustees on the school board. And our trustees who sit on the FLAC Committee are aware of this, and we explained our position in the following manner:

We would not like to have just one person elected to the school board to represent francophone interests because it provides a lot of power for one individual on the Board. If we were to elect two and they had a difference of opinion, we would have a blocked position. So three is a reasonable number because it avoids any awkwardness or loggerheads on the Board.

We accept in principle Bill 75 because it allows the opportunity for the Francophones to manage their schooling affairs. Naturally, in the context of our county, the fact that the population of Francophones presently using the French unit being extremely small provides an awkwardness in assimilating the concept of acceptance of auto-management of the affairs.

We recommended to you in our three recommendations that we accept the principle of governance. That because the government has offered us the opportunity to have three trustees, we have of course accepted it because it helps our situation. Where in our situation, the Francophone population represents a substantial minority, we have to argue that a division on the Board would occur because we would have, according to the present Act, no influence with regard to the other affairs of the Board. And since it is the will of the Francophone population to protect that population which is already assimilated, the majority of Francophones in our county utilize the facility of the Anglophone sector of the Board. So we felt that we would like to have some influence in decisions of the other sector of the Board, because of our circumstance.

Our Committee discussed the position and said perhaps the three trustees on the Board might be able to have a combined voice of one vote with regard to all matters of the Board which, naturally, then affect the Francophones because they are currently assimilated.

The other problem that our committee has with the Bill as it is presented is that the Francophone must declare him or herself as a Francophone in order to be able to elect Francophones to the Board. As the majority of Francophones in

our public school system are utilizing the Anglophone facilities and not the French unit, we have a difficulty in believing that ultimately they will declare themselves as Francophones for the purposes of the election. So we mention this in point three, that the Francophone -- the Francophone electors must have the right to elect non-Francophone trustees as well, or we will have a split in the community.

Basically, our position is that we wish to work with the Board as we are presently doing now, because the trustees of the Board, the administration of the Board, and our committee wishes for growth in the facilities provided to the Francophone student. And that spirit of co-operation, which we have to underline, is based on an understanding that unless there is growth in the system, we will be in a position where assimilation will continue to go on.

This is what we have alluded to in the small one-page report that we gave to you. Our numbers are small now because assimilation has already occurred. And in the context of the French units not presently being very strong, our Francophones are electing to take their programming almost exclusively in the Anglophone stream, where the program selection is large and where they can get proper service, particularly underlining the linguistic competency of their teachers, which is the case in the Anglophone stream. And it does not always tend to be the case in terms of the French units.

I would like to stop there with the brief presentation, because I think that Mr. Edmunds and Mr. Bates and myself might be able, in fact, to reply to any questions you might have, because of our special minority status in the province.

Mr. Chairman: Thank you very much.

Mr. Guindon.

Mr. Guindon: Thank you, Mr. Chairman.

I wonder if you could help clear things a little bit for me. In the separate school board, is there French elementary schools?

Mrs. Sood: There is one French-language elementary school from which our Board is presently purchasing service for approximately one-third of the population of that school -- in French -anguage education. At the secondary school level, we have a small French-language unit located presently in KCVI, which has a student group core of about 17 to 20 students.

As presently, the secondary school program is not

strong in comparison to the Anglophone programming, most of the students who leave the elementary sector thus far are streaming into our English-language programming. The County has excellent programming.

So the choice is, if your French unit is not strong, viable, providing variety and option, you are not going to get the francophone student to give up quality of education for just linguistic instruction. That is -- I guess we could call it the crossroads we are at in our county -- where the will is there, but the programming has not yet been established -- would you say, John?

Mr. Bates: If I might, Mr. Chairman, just a few statistics. At the present time, Mrs. Sood is quite right in saying that there are only 17 students enrolled this year. Because of the promise in the growth of the FLAC Committee particularly, we already are assured of 16 students flowing from the elementary school in the -- of the secondary board to the Grade 9, so we have an increase of almost 100 per cent as a result of the work that has already gone on during this past year with this FLAC Committee. And that could be lost in the present political situation.

Mr. Guindon: And there is only 50 French families in the whole Frontenac County, is that what you are ---

Mrs. Sood: Well, no. The population in the County -- if you were to go by statistics which were compiled by l'ACFO -- you would definitely say there are 6000 Francophones in our area of Kingston. But what is happening is, because of assimilation -- and we understand it that the Bill -- the proposed Bill -- is an attempt to address the circumstance of assimilation -- although our circumstances are not the same as they are in Ottawa-Carleton -- the consequence of which is that we do not have declared Francophones.

You see, your Francophones -- your "Gérards" and whatever -- are in the mainstream of the English-language setting and they are taking their programming in the English school sector. In fact, it is not true; there are 50 families that are actively participating in the programming that is there presently. But that is just the tip of the iceberg. And what we are trying to do is find the modality whereby we can give the power of administration in some sense to the Francophone.

You see, we recognize, on the Francophone side, that the passion for making growth in the system will come from the people that are affected. And therefore you do not expect -- you want encouragement from the side that is not affected -- but you do not expect direction to come necessarily from that side. In this context, the Bill, for us, seems to address that issue but also then creates a certain division. And it is the division created on the Board which, I think, our

trustees are having the difficulty with.

Mr. Edmonds: Can I say something here? One of the difficulties I found when I first got involved with the FLAC some three years ago -- and that is that the Francophone is wanting to protect their language rights, and everybody understands that. There is no mistake there, and I think Katherine has done a great job at presenting her argument.

But one thing that bothers me and still bothers me -- if I am a Francophone and I have not brought my children up to speak French -- for whatever the reason may be -- or one of the parents is French and the child has been assimilated into the English program -- if all of a sudden I decide that I want my child to speak in the language of the mother tongue, my child is not accepted into the Francophone program simply because the child cannot qualify.

And there is a lot of argument from the francophones that nobody should get in there and water down the system. I understand that, too. And it seems to me that the public school board is left with a lot of problems. And I find that the Francophones want to be stronger, want more people involved in it than the 50 families. They are going to have to accept some of the problems that go with it. And that is number one that there are Francophones who do not speak French, who would like to speak French and -- should it be just left for the public school board to do that? Should it be just left for us to do it? I wonder. And I find that a problem.

And there was one question I hoped somebody was going to ask me, and that was, which did I think should come first, Bill 30 or Bill 75. And I will tell you right now, Bill 75. Bill 30 can go you know where.

Mrs. Sood: Al has underlined one of the enormous problems you have in a community where assimilation has taken place so actively. That in fact we do have situations in our County where the children of Francophones -- one parent or the other -- do not find admissibility to the only elementary French-language school because they do not speak French.

So the safeguarding of the long-term interests of the community is what we are looking for for the Bill. Now, in an area like Carleton-Ottawa, where you have a 50-50 split, and where you have the capacity to safeguard -- a dual culture in fact. Obviously, you know, there has been some -- a battle over a period of history, to make sure that that is occurring.

But in our County, assimilation is the fact. And it is the need to have law which will protect that assimilated population that desires to reintegrate that is a part of the problem that we suffer, because people need to be able to see that the government is providing direction to protect those

people.

Now, if you will note, that under the Charter -- under the Charter, anyone who is not speaking French as their mother tongue early in life is excluded from protection as a Francophone. Now, they could be a "Laframboise", "Deschambault" or whatever -- one generation having lost their linguistic opportunity. They may feel that they are still Francophones. They may wish to reintegrate, but that process is not easily allowable.

Mr. Guindon: I will not try to clarify it, but I think you are wrong on your assumption of Article 23 ---

Mrs. Sood: On the Charter?

Mr. Guindon: As long as ---

Mrs. Sood: Yes.

Mr. Guindon: --- even if your ancestors are two generations back, you could claim rights to French instruction.

Mrs. Sood: Well, this may be true. I have not had the legal clarification on that position. We have been told that Francophones whose children are educated now in French language have their rights protected under the Bill. But I was actually told by an official that in my case, I could be designated as a Francophone simply by virtue of my children's French-language instruction, not because of my past history -- and my mother is a "Plouffe". So you see, there are many aspects of the ambiguity of assimilation which are not being addressed and therefore do not help our County cope with that reintegration and that building of the cultural pride and long-term strength.

Mr. Guindon: Okay. I agree with those who say that it is not the school boards' fault -- it is not the Board of Education's fault if you are having problems in Frontenac.

Mrs. Sood: No.

Mr. Guindon: We are here to listen and try and help you out. Thank you.

Mr. Chairman: Mr. Poirier.

Mr. Poirier: Thank you, Mr. Chairman.

I guess it is a debate that has been going on for a long time as to the definition of a Francophone or Franco-Ontarian.

Mrs. Sood: Yes.

Mr. Poirier: I mean, you can -- with as many different people as you may have, you are going to have as many differences. And if you are mentioning that, I guess the major criteria -- we were discussing this in committee before earlier on this morning.

We feel that a Franco-Ontarian is somebody whose mother tongue was French. And if your mother tongue was not French, then you are not a Francophone, you are an Anglophone of French descent -- which makes a difference for the purpose of this Bill, I presume, in the sense that what is the purpose.

I have been trying to listen to your presentation and also read at the same time your presentation -- and I have got a bit crossed in the sense that -- what is the purpose? Is it to maintain the FLAC, or whatever philosophy you might have for education in French in Frontenac County? Is it to maintain those that are still Francophones, or to recuperate those that are not more Anglophones and who would like to come back to French? Do you have a specific point?

Mrs. Sood: Well, obviously, you must safeguard the rights of those who are Francophone and existant as such. They are complaining, in fact, that they want more strength in their French -anguage unit as it exists ---

Mr. Poirier: M'hm.

Mrs. Sood: --- that is the base. The secondary cultural and moral issue is that you must do everything to allow as admissible all those who want to refind their cultural root. And that is something that we have in our county. Our position does not exclude that.

Mr. Poirier: Okay. Including Anglophones of French descent?

Mrs. Sood: If they are defined by your committee as Anglophones of French descent, yes.

Mr. Poirier: Where their mother tongue was not French but English? Even though they might be called "Laframboise"?

Mrs. Sood: Yes.

Mr. Poirier: Okay. Did you want ---

Mrs. Sood: Because that is the historical -- that is the socio-cultural fact that we live in our county.

Mr. Poirier: M'hm.

Mrs. Sood: We cannot escape it. It is the life that is there for us.

Mr. Bates: I think, just to clarify the Board's position -- we would want, over the next few years, to strengthen greatly the francophone situation at the secondary level that we have begun to build, not only for the participation of the county, but also because of the province's close link with the federal government with regard to CFB Kingston. A large number of francophone students come to us and find themselves immediately assimilated because they choose -- because of scheduling and because of small numbers -- they choose the anglophone side automatically.

In the long term, we want to build a strong program. We see governance, at this time, in this way, as being something that might hamper us in a situation where the full community would not be accepted -- accepting of the numbers of electors on both sides. And that seems to be our largest single problem.

Mr. Poirier: Right. I have in front of me the FLAC Committee's response to the Frontenac County Board of Education's response to Bill 75. And on the second page, in part (a), where it says, "the Frontenac Board situation . . ." -- that entire first paragraph -- could you try to explain that to me again? I have been reading this over and over again. Whose position is this? Whose opinion is it in that first paragraph?

"This only serves to underline our minority position here in Frontenac County, where Francophones are assimilated through English language programs of study." But especially the rest of the paragraph: ". . . of movement into the English study . . ." I tried to understand that. What are you trying to say there?

Mrs. Sood: You are asking about the movement into the English program of study?

Mr. Poirier: Yes. I am trying to understand the rest of that paragraph. What does that mean? Is that ---

Mrs. Sood: You see, what actually goes on is that the courses at the secondary level are very limited ---

Mr. Poirier: M'hm.

Mrs. Sood: --- there are few options ---

Mr. Poirier: M'hm.

Mrs. Sood: --- so a Francophone who is in the system will move into the English study stream because then they are assured of a great deal of option in their study

program ---

Mr. Poirier: M'hm.

Mrs. Sood: --- and they are also ensured of the linguistic competency of their teachers, because their teachers are bona fide speakers of the English language, which is sometimes not the case when hiring is done for the French unit.

Mr. Poirier: Well, who do you hire for the French-language unit?

Mrs. Sood: Well, that depends. Like -- historically, sometimes, someone who might be teaching a course in the French unit might in fact be an extremely well competent -- I will give you an example -- competent historian or competent geography teacher, who is able to speak French to some degree. And the Francophone child then will opt not to take the course and take the course in the English language stream because the teacher then is very, very competent in language ---

Mr. Poirier: M'hm.

Mrs. Sood: --- in the language as well as the discipline.

Mr. Poirier: Right. So you ---

Mrs. Sood: So it takes away from the strength, you see, of the unit. Does that clarify it?

Mr. Poirier: Okay. So you are -- you mean to tell me you are caught up right now in a situation where, with your French-language unit, you have some people teaching in there that are not fluently competent in the French language? Right?

Mrs. Sood: Sometimes, yes.

Mr. Poirier: Okay.

Mrs. Sood: And sometimes ---

Mr. Poirier: What power does your FLAC have, to be able to check, to recommend on the language competency of who teaches in your unit?

Mrs. Sood: Well, thus far, historically, the French Language Advisory Committee has not had any jurisdiction.

Mr. Poirier: Not even on the French-language unit?

Mrs. Sood: No. Not in terms of hiring because

this, of course, is looked after by the administration of the board.

Mr. Poirier: M'hm.

Mrs. Sood: But this is not that -- the present understanding between the council -- the school board and the administration of the board is to remedy that situation. And we have just, in the past month, decided to set up an academic study committee which would -- with the co-operation of a trustee from the FLAC Committee -- the superintendent in that jurisdiction -- we will attempt to redress some of these issues. But the point is that, obviously the FLAC Committee does not have complete jurisdiction. So therefore, in the context of the Bill, our community has to accept the Bill because the Bill says okay, we will give you jurisdiction. Where ---

Mr. Poirier: Where --?

Mrs. Sood: Well, the Bill says, we will give you jurisdiction ---

Mr. Poirier: M'hm.

Mrs. Sood: --- so our committee -- obviously, in that situation, being offered this opportunity -- has to accept that.

Mr. Poirier: Fair enough.

Mrs. Sood: Even if it were to provide -- even if the Bill itself were to provide awkwardnesses, in terms of the relationship with the school board or whatever -- we have no choice but to accept the Bill in principle, because it offers us authority in the units. Now, John, you might -- I was just commenting on will -- because the Renfrew School Board made some allusion to the fact that law "imposes". Obviously, our community feels that law has to impose, because if it does not impose, we do not get guarantees.

Then, on the other hand, one could argue, well, that is absolutely ludicrous. You are talking about a study unit that only has, you know, 17 students in it. We recognize the obvious and seeming inequities in that situation -- the presumption that one would have a lot of power and only be controlling the destiny of 17 or 30 students. But a mechanism has to be evolved wherein the guarantee that the passion for the direction of the cultural and educational safeguard can be there; at the same time, providing modalities so that that community which is in a minuscule minority can have an excellent relationship with the people that are there.

And I think that that is what our Board is trying to

grapple with. But I do not know that we can say we have the solution. But we recognize we have got to work out a compatible way to deal with the problem. So you see, here we sit on the one side, where the Board has to reject the Bill and where -- and you see, we have come to you to gather -- we are saying we accept the Bill. And they are saying we have to reject the Bill. And we recognize this difference because of our extraordinary circumstance, but we have this willingness and this desire to co-operate to work out something so that we are not in conflict. We do not want a huge division in the community such that Anglophones are hating Francophones; Francophones are upset with Anglophones over the fact -- what are we trying to do? We are trying to provide a quality of education which is extraordinary, that will protect and safeguard the Francophone interests, at no detriment to the Anglophone interests.

Mr. Poirier: M'hm. Fair enough.

Mrs. Sood: And so we have come here for wisdom.

Mr. Poirier: I thought that is why you were there in front of us, to give us some of your wisdom.

Thank you.

Mr. Chairman, thank you.

Mr. Chairman: Doctor Allen.

Mr. Allen: Thank you, Mr. Chairman.

Some of my questions of clarification about the Board's situation have been answered, and I can only say that -- I guess that if you have come to us for wisdom, we are equally puzzled in some respects about squaring some of the circles that providing governance for minority education leaves before us.

I would only say that we work under certain -- a certain mandate that has been provided for us by others, namely the Court of Appeal, which tells us that education must be regardless of numbers and secondly that the right of governance is there wherever French education is undertaken. And that I certainly admire your Board's attempt to field a French instructional program in the secondary school which -- given the numbers you have got -- I think that is very admirable and that you have got an ambition to expand that.

I think my own response simply is that if you do want to see it expand and grow, then it is wise to have it in the hands of the people who -- I like your word, "the passion" -- who have the passion to promote it and to develop it and to nurture it and see that it does grow, because those are the

people whose children are there, and they are the ones who will most look after their future. I do not think it is any accident that the Churchill Report that has recently been provided to the Ministry tells us that French -- Francophone children who undergo their education under the direction of those whose language and cultural orientation is not theirs, end up not feeling that there is a certain worthiness about their undertaking, that it is properly endorsed and properly ratified and legitimated. And hence they do end up with reservations about themselves and their education is not as effective as it should be, and they run into frustrations of innumerable kinds.

And so I think that although I sympathize with the fact that the proportions seem all wrong in terms of three trustees and the smallness of your program, I think in terms of your ambitions for the program I would have to say the logic of that is that three trustees is not any too many to get that program up and going and make it attractive to the French community in Frontenac County.

The other question that I do have is, in specific terms, you -- one of you certainly rejected the Bill 30 priority and even its very existence. Will Bill 30 impact on your Board in such a way as to make your French instructional -- the future of your French instructional unit more difficult?

Mr. Bates: No, sir. It will not. I think that there is another factor, though, in that -- the fact of the matter is that both the separate school and the -- the Separate School Board and Frontenac County Board of Education offer French units at this time -- both very small. I understand your empathy with our struggle and our passion, but at the same time I hope you understand that this Bill, Bill 75, may well lead, regardless of the good feelings of the people in this room, to a decision by one of those two boards to collapse those two small units that could both grow and be viable into one unit in one of the two school boards.

And that may be one of the purposes of the Bill. If it is, then I -- that is something that we will all have to consider. My hope is that that would not be the case. My hope would be that a time of development and nurturing in terms of the transition this province is going through -- so far as French instruction is concerned for both Francophones and Anglophones, -- would be considered. And if governance is linked so closely to the passion of program that this Bill must pass with these numbers, then I think that our situation is representative of many across the province, and that is one where school boards will have to consider which school board has the governance and which school board does not. That is not something that this Board, at this time, wants to consider. And I think that is a major issue for us at this time. It is not quite enough to have the passion, and it is not quite enough to have the governance. You have to have the will of most of the

people and we do not think we have that in our situation at this time.

Mrs. Sood: We went to our parents and asked them, because obviously you could argue ought instruction to be confined just to one board? Should we work out some sort of situation that would be mutually acceptable? And the parents within the board -- our Board, the Public School Board of the County -- are looking to the Public School Board of the County to protect their rights in French language in the public school sector. There is not a desire to be affiliated with the separate school board.

And the fact -- as a matter of fact -- that there is a purchase of service at the elementary school level is because of past historical circumstances, and it must not be interpreted as a desire to remain within the jurisdiction of the separate school board because there are parents in the elementary school program -- do have problems because they have absolutely no jurisdiction over the instruction that is given, in French language, to the elementary school students. Once purchase of service occurs, there is nothing to be said about the education that goes on in that unit. And that is a bone of contention.

So the parents are remaining within that structure because there is no alternative. But I think that we should underline that that ought not to imply that there is a happiness with that, and that therefore it ought to continue to exist that way or that there are not other alternatives that the parents would like. They look to the public school board to protect their interests as public school ratepayers.

Mr. Allen: I understand that and I appreciate your explanation, and I think the concerns that you have are genuine. I do not deny that whatsoever.

Mrs. Sood: Yes. And that -- I did forget to mention that and I am glad that John brought that point up because the idea that there might be an amalgamation -- although it can never be precluded for the long-term future, of course -- at the present time it seems that in our county, both sides are very content to remain separate, and to forge their programs.

Interestingly enough, the individuals who are involved in the separate school programming at the secondary school level are not, at this point in time -- you could correct me, John, if you have other information -- are not interested in amalgamating with the public sector, either -- to enlarge in the secondary school programming. So it appears, therefore, for the moment we have got to look for growth in our own sector, until some future time. Would you say, Al, that that appears to be correct?

--- No Answer

Mr. Allen: Thank you, Mr. Chairman.

Mr. Chairman: Thank you very much for your presentation.

Mrs. Sood: You are more than welcome.

Merci beaucoup.

Mr. Edmunds: And I will say au revoir.

Mr. Chairman: The next presentation is from the Francophone Public Education Alliance and Jacques Drouin and others.

ALLIANCE FRANCOPHONE POUR L'EDUCATION PUBLIQUE

Mr. Drouin: Mr. President, members of the Board, first of all I would like to introduce my colleague, Bernard Labrosse. My name is Jacques Drouin.

Our presentation will be made in French to you. I understand there is some translation available, and we will be, of course, pleased to answer your questions in English afterwards.

Monsieur le Président, membres du comité, l'adoption éventuelle du Projet de loi 75 marquera une étape historique dans l'évolution des droits des francophones de cette province. C'est donc un plaisir et un honneur pour nous -- de l'Alliance -- d'être ici devant vous pour participer au processus qui menera éventuellement à la concrétisation du droit de gestion de l'éducation reconnue aux francophones par la Cour d'appel il y a maintenant presque deux ans, comme vous le savez.

Je suis ici pour parler au nom de ce que nous appelons l'Alliance francophone pour l'éducation publique. Vous n'avez sûrement pas beaucoup entendu parler de l'Alliance avant aujourd'hui. Il n'y a rien de surprenant à cela puisque c'est un organisme qui vient à peine de naître. Pour cette raison, et puisqu'il s'agit là de notre première présentation publique, il serait utile, je crois, de vous parler un peu de la raison d'être de l'Alliance, de ses membres ainsi que des objectifs que nous nous sommes donnés.

Les fondations de l'Alliance ont été jetées lors d'une série de réunions au mois de février de cette année. On y trouve des francophones du système d'éducation publique qui oeuvrent soit dans une association de parents -- comme moi, par exemple, qui suis président de l'Association des parents-enseignants de l'école élémentaire française de

Gabrielle Roy, et mon collègue, Bernard Labrosse, qui oeuvre dans un CCLF pour la région de Carleton, et nous avons bien d'autres membres qui oeuvrent dans diverses fonctions dans le domaine de l'éducation, soit comme simples parents ou soit comme même enseignants.

Donc, les membres avaient trouvé comme préoccupation commune ceci: que dans les importants dossiers scolaires de l'heure -- les dossiers actuels -- il n'y avait aucun organisme voué exclusivement à la promotion des intérêts et des objectifs des parents qui soutiennent actuellement le secteur d'éducation publique. Alors, nous nous sommes créés, si vous voulez, un organisme qui s'appelle l'AFEP, et dans lequel nous nous penchons, si vous voulez, sur les grands dossiers des problèmes qui concernent le système d'éducation publique en langue française.

L'AFEP est un organisme indépendant dédié au maintien et à la promotion de la qualité et de l'excellence des services et des programmes d'enseignement dans les écoles publiques de langue française de la région d'Ottawa-Carleton. Elle s'est donnée trois objectifs primaires que je vais vous résumer, si vous le permettez.

D'abord, promouvoir les objectifs et défendre les intérêts du secteur public francophone dans les discussions portant sur les changements dans la structure, la gestion et les programmes du système d'éducation publique.

Deuxièmement, sensibiliser les corps publics et les parents aux effets sur le système d'enseignement public des changements possibles découlant, par exemple, des projets de loi 30, 75, des rapports McDonald, Shapiro et Churchill, ainsi que de la proposition du Ministère de l'éducation visant à créer un conseil de langue française pour la région d'Ottawa-Carleton.

Et enfin, notre troisième objectif consiste à sensibiliser, si vous voulez, les parents au -- les encourager aussi -- à poursuivre une réflexion sur les divers dossiers que je viens de nommer.

Vous voudrez bien excuser la longueur de cette introduction, mais je crois qu'il est important de souligner que, aux yeux de l'Alliance, tous les dossiers en question sont reliés et que notre intervention, si vous voulez -- notre action -- se situe dans le contexte global de la refonte du système d'éducation qui s'est amorcée depuis l'annonce du projet de parachèvement du financement des écoles séparées et de la mise sur pied subséquente des nombreuses commissions qui en découlèrent.

J'en viens maintenant au projet de loi 75. L'AFEP estime que ce projet représente une étape importante et essentielle dans l'évolution des droits des francophones en

Ontario. La prise en main de leurs affaires en matière d'éducation contribuera sûrement à créer une société ontarienne dans laquelle les francophones peuvent vivre, apprendre, travailler et s'impliquer en tant que citoyens à part entière.

De notre point de vue donc, il ne peut être question de retarder l'adoption et la mise en application du projet de loi 75. Voilà déjà deux ans que les francophones attendent un suivi au jugement de la Cour d'appel. Et même si ce projet de loi n'est pas parfait, les problèmes et les difficultés qu'il contient peuvent et doivent être surmontés car ce droit doit enfin trouver son expression dans la législation de l'Ontario.

Cependant, dans notre région, les objectifs à long terme des francophones seront aussi peut-être mieux servis si nos élus adoptent une approche éclairée. Ils devront tenir compte des intérêts et des préoccupations de leurs confrères anglophones des conseils d'éducation, car leur collaboration et leur appui sont essentiels à la réalisation de nos objectifs comme francophones.

J'en arrive maintenant à un principe sur lequel l'Alliance désire insister: à savoir que les contribuables francophones au secteur public -- et je dis bien secteur public -- doivent être représentés par des conseillers qui sont eux-mêmes des contribuables du secteur public.

Tout comme le ministre de l'éducation, monsieur Sean Conway, l'a indiqué dans une allocution devant l'AFCSO à Toronto en janvier dernier, l'Alliance croit que la mise en application du projet de loi 75 doit respecter les principes démocratiques dans la mesure où ceux-ci sont conformes aux droits reconnus dans la constitution canadienne et dans la Charte des droits et libertés.

Jusqu'ici les contribuables francophones au secteur public ont été trop peu nombreux pour pouvoir faire élire un conseiller, et ils n'avaient aucun moyen pour exercer leur droit à la gestion reconnu par la Cour d'appel. Ils devaient donc forcément se fier aux conseillers francophones élus aux conseils d'éducation de la région par les contribuables des écoles séparées pour faire avancer leurs intérêts. Il va sans dire que cette situation pouvait mettre ces conseillers -- ces mêmes conseillers -- dans l'embarras, sinon en conflit d'intérêt, lorsqu'on traitait de questions touchant les écoles élémentaires publiques francophones.

Mais avec l'arrivée du projet de loi 75, les francophones du secteur public pourront enfin faire élire leurs propres représentants, et l'Alliance s'en réjouit. C'est-à-dire que les francophones pourront le faire dans la mesure où, bien sûr, les projets de loi 30 et 75 auront la même date d'entrée en vigueur. Car il est évident que de retarder la mise en

application du projet de loi 30 aurait comme effet possible de continuer à priver les francophones du secteur public d'une représentation au sein de leur propre conseil alors que les francophones du secteur séparé, à cause de leur nombre, continuent d'être représentés au sein des deux conseils, comme c'est le cas actuellement.

Cette question prend encore plus d'importance quand on considère que les francophones élus selon les dispositions du projet de loi 75 auront aussi un rôle important à jouer dans la création éventuelle d'un conseil de langue française pour la région. Si les contribuables du public ne peuvent élire leurs propres conseillers, qui sont eux-mêmes des contribuables du public, qui représentera alors les intérêts des francophones du secteur public dans ce processus?

Ce qui m'amène à un autre aspect des principes de démocratie que j'ai mentionné tantôt: à savoir, la légitimité du processus électoral des conseillers.

L'Alliance reconnaît que, idéalement, pour choisir des représentants des francophones pour la période intérimaire couverte par le Bill 75, une élection régie par la Loi sur les élections municipales serait souhaitable. Toutefois, pour des raisons d'ordre pratique, telles, par exemple, le coût élevé d'une énumération des électeurs, l'absence de sensibilisation également des francophones, une telle élection n'est peut-être pas justifiable en soi.

Cependant, du point de vue des principes de démocratie, une élection du genre CCLF ne nous apparaît pas comme une alternative acceptable. Pour qu'elle soit vraiment légitime, selon nous, l'élection des conseillers doit se dérouler selon un processus électoral plus rigoureux que celui que nous avons actuellement pour l'élection des membres des CCLF. C'est pourquoi l'Alliance insiste que l'élection des conseillers francophones s'inspire, dans la mesure du possible, des modalités prévues dans la loi sur les élections municipales.

Ainsi, d'une part, il devrait y avoir des mises en candidature formelles des candidats qui désirent se présenter. Ce processus pourrait être délégué à l'administration du conseil puisque celle-ci sera probablement en bonne posture pour vérifier si un candidat est qualifié en vertu de son statut de contribuable à ce même conseil. D'autre part, il devrait y avoir une liste des électeurs qui serait affichée à l'avance pour permettre au grand public de vérifier si les personnes inscrites sur la liste sont effectivement des contribuables au secteur d'éducation publique.

Etant donné que ce processus constitue une alternative supérieure à une élection de style CCLF, nous sommes convaincus que les gens concernés ne s'objecteront pas -- c'est-à-dire, les électeurs eux-mêmes -- ne s'objecteront

pas à ce qu'on leur demande de s'inscrire à l'école où à un centre communautaire local quelques semaines avant l'élection.

Bien que la votation même pourrait encore se faire au cours d'une soirée d'élection comme pour les CCLF actuellement, les mesures suggérées ici se prêtent aussi à une élection du genre municipal qui pourrait se dérouler à une des écoles du conseil impliqué. Selon nous, cette mesure aurait pour effet d'accroître la participation du public à l'élection.

Les frais de ce genre d'élections -- du type d'élection que nous proposons -- nous paraissent minimes pour un conseil, mais ils devraient quand même lui être remboursés par le gouvernement provincial. Car n'est-ce pas là une dépense justifiée pour assurer un minimum de légitimité démocratique au processus d'élection des représentants des contribuables francophones au conseil scolaire? Les propositions de l'Alliance sur le déroulement de ces élections n'ont peut-être pas besoin d'être intégrées dans le projet 75 lui-même, mais elles devraient au moins faire partie des directives gouvernementales sur la mise en oeuvre du projet.

Après les principes démocratiques, il y a deux autres questions d'importance qui nous préoccupent, à l'Alliance: soit, le financement des programmes scolaires et la charge de travail qui sera imposée aux conseillers publics francophones dans notre région.

Pour ce qui est du financement, l'Alliance reconnaît que les modalités restent encore à définir. Permettez-moi seulement de rappeler la responsabilité du gouvernement d'assurer un niveau de financement adéquat aux programmes de langue française afin que les droits des francophones à une éducation française de qualité comparable à celle dont bénéficie actuellement la majorité ne demeurent pas lettre morte.

Tel que mentionné plus tôt, les conseillers élus pour représenter les francophones aux deux conseils publics -- c'est-à-dire celui d'Ottawa et de Carleton -- seront non seulement responsables de la gestion de l'éducation française au sein de leur conseil respectif, mais ils devront aussi s'impliquer dans le projet de création d'un conseil scolaire de langue française, sans parler des négociations en ce qui concerne le Bill -- la mise en oeuvre du Bill 30. L'Alliance pense que ces personnes -- c'est-à-dire nos représentants -- seront surchargés de travail, et qu'ils ne seront pas en mesure, par conséquent, de s'acquitter efficacement de leurs responsabilités. Il est donc essentiel, selon nous, que la loi ou les directives de mise en oeuvre du gouvernement prévoient un mécanisme d'appui pour nos conseillers francophones.

Ainsi, dans la région d'Ottawa-Carleton, nous recommandons que le gouvernement prévoit la création d'un

comité aviseur -- un comité consultatif, si vous voulez -- qui soutiendrait les conseillers francophones. Comme c'est le cas présentement pour certains comités des conseils d'éducation, le conseil solliciterait les noms de contribuables intéressés à devenir membres du comité aviseur. Les trois conseillers francophones en choisiraient, disons, six qui seraient nommés en vertu de leur qualifications et de leur expérience.

Les membres seraient rémunérés comme tout autre membre d'un comité du conseil. Ils auraient comme responsabilités de faire des recommandations aux conseillers francophones et d'entreprendre toutes autres tâches ou fonctions connexes qui leur seraient déléguées par les conseillers. Ce comité n'aurait pas, bien sûr, le statut d'un CCLF, tel que nous les connaissons actuellement ou tel que prévu dans le projet de loi 75, puisque les élus seront en fait maintenant des conseillers.

De plus, ce comité pourrait être adapté aussi de façon à tenir compte du fait que le parachèvement du système séparé pourrait bien se faire de façon graduelle. En effet, tant et aussi longtemps qu'un des conseillers séparés choisira d'acheter d'un conseil d'éducation de la région, les services d'éducation pour un nombre important de ces élèves du secondaire, ou qu'il se verra contraint par les circonstances de le faire, on devrait prévoir, selon nous, la participation de trois personnes supplémentaires au comité aviseur. Ces personnes auraient la responsabilité de fournir au comité le point de vue des gens du secteur séparé. Même si les gens du secteur séparé ont actuellement leur propre conseil pour veiller à leurs intérêts en ce qui concerne la qualité des services achetés du conseil d'éducation, notre suggestion leur permettrait un accès plus direct aux délibérations du conseil qui fournit actuellement des services d'éducation à leurs enfants.

Si nous suggérons cette mesure, c'est parce qu'il ne peut être question de déroger aux principes que nous avons énoncés plus tôt -- à savoir que les représentants francophones au conseil d'éducation devraient et doivent être les contribuables au secteur public qui ont été élus par des francophones eux-mêmes contribuables au secteur public. Toute autre approche risque, selon nous, d'empêcher la formation d'un consensus entre les deux secteurs, public et séparé -- consensus qui sera essentiel, selon nous, pour faciliter la mise en place éventuelle d'un conseil scolaire de langue française dans la région.

Enfin, il y a un dernier point que nous aimerions porter à votre attention. Le projet de loi ne prévoit actuellement aucun mécanisme d'appel advenant une impasse entre les deux sections linguistiques du conseil. Quels recours ont les conseillers francophones et anglophones lorsqu'ils ne parviennent pas à s'entendre? À cet égard, la Commission des langues d'enseignement de l'Ontario nous semble un corps public

apte à remplir cette fonction.

Enfin, en terminant, nous voudrions remercier les membres du comité de nous avoir permis de lui présenter aujourd'hui nos commentaires et nos suggestions. Nous vous souhaitons bon succès dans vos délibérations et nous tenons à vous assurer que nous suivrons de très près le résultat de votre travail. Merci beaucoup.

Permettez-moi d'indiquer également that we have a summary of our suggestions -- recommendations -- at the back of the paper. Thank you.

Mr. Chairman: Thank you very much. Any questions?

Mr. Guindon.

Mr. Guindon: Thank you, Mr. Chairman.

Si je peux résumer assez vite là, c'est que l'Alliance serait en faveur de garder un secteur francophone aux écoles publiques -- soit au Board of Ed -- c'est ça votre gros point?

M. Drouin: J'indique que l'Alliance -- est a l'encontre de la loi -- de ce projet de loi, vous voulez dire?

L'Alliance est en faveur. Nous acceptons le projet de loi, de fait que des francophones nous représenteraient sur le conseil d'éducation public. Ce que -- le point sur lequel nous désirons insister aujourd'hui c'est simplement que -- s'assurer que les représentants qui représenteront les francophones sur ce conseil seront des gens qui soutiennent le secteur public et qui sont des contribuables au secteur public et qui sont élus également par les contribuables au secteur francophone.

M. Guindon: Merci.

Mr. Chairman: Jacques, would you mind going through your recommendations in English? Could I impose upon you to do that?

Mr. Drouin: Not at all. If you do not mind, I would like perhaps to ask my colleague to go through it in English -- the recommendations -- Bernard? Perhaps he is a bit more at ease in English than I am.

Mr. Chairman: I wish I was as at ease in French as you are in English.

Mr. Labrosse: Thank you, Mr. Chairman.

If I might, just before acceding to your request,

add one small comment in reply to Mr. Guindon's question. I do believe I detected in your question a nuance about whether or not the Alliance was speaking about the eventual creation of a French-language board. If that was indeed the case, I should stress that our presentation today is limited to Bill 75; however, bearing in mind that the people who will be elected to the boards under the interim measures of Bill 75 are the people who will, in all likelihood, be involved in negotiating or discussing the setting-up of such a French-language board. And it is the Alliance's desire that on behalf of those people who may choose the public sector of such a francophone board, that their representatives be people from the public sector -- public school ratepayers. Which is not the situation we have today and is not the situation we would have if Bill 30 did not come into effect simultaneously or before Bill 75, or if some other measure were adopted that would keep in place certain representatives of the francophone community who are now there but who are separate school ratepayers.

With respect to the recommendations, the government should ensure that the election process by which candidates or trustees will be elected to the school boards respect basic democratic principles in such a manner as to ensure that Francophone ratepayers are represented by persons eligible to sit on the board by being ratepayers to that board. In order to ensure a more democratic approach to the electoral process, it is recommended that the election of Francophone trustees be carried out in a manner which as closely as possible parallels the provisions in the Municipal Elections Act.

Two: that this be accomplished by ensuring that there is a list of electors published prior to the election so that it may be open to public scrutiny.

That nominations for candidates be done prior to the elections in a manner similar to that provided in the Municipal Elections Act, but which could be administered by the administration of the school board involved -- so it does not involve the municipal clerk, for example. And also because the administration of the school board would be in a good position to assess whether a candidate was eligible by being a ratepayer to that board.

Four: given that these measures would not necessitate a FLAC-type meeting where candidates would identify themselves and electors would vote, but would also lend themselves to an election more along the lines of the one performed under the -- or carried out under the Municipal Elections Act, that such elections be held on a date to be determined in the normal manner in a number of polling places which would be more accessible to members of the eligible electorate -- for example, schools in various areas, community centres, et cetera -- which would have the effect of enhancing participation in the electoral process over and above what has

been normally experienced in the Ottawa area.

Recommendation three: we recommended that the implementation of Bill 75, either in law or in the implementation measures, provide for the creation of an advisory committee who would be chosen from eligible electors who would put forward their names, to be chosen by the elected trustees, to act as advisors to them on matters touching francophone education.

Four: it is recommended that, as an interim measure, the advisory committee include three additional persons whose role would be to represent separate ratepayers so long as a significant number of francophone students frequenting the secondary schools of the public board would be the children of separate ratepayers. This recognizes the fact that the implementation of Bill 30 may be done on a gradual basis -- that is, the extension of funding may be done on a gradual basis. Students have a right to opt to stay in a public school, or separate school boards may find themselves constrained to purchase education for a while yet. This would give them -- those parents -- more direct input into the Board actually providing the education of their children while respecting the principle that the elected representatives would be those who are ratepayers at the board.

Five: that the Bill provide for an arbitration or conciliation mechanism for which, in our view, the Commission on -- I am sorry, I do not have the proper English name here, but Mr. Churchill's committee, I believe it is -- would probably be an à propos mechanism to refer to.

Thank you, Mr. Chairman. If you have any additional questions, we would be pleased to answer them.

Mr. Chairman: Thank you very much.

Mr. Poirier.

M. Poirier: Merci, monsieur le Président.

Je regardais -- c'est intéressant. Assez souvent, c'est les derniers groupes à faire une présentation, qui présentent des choses absolument intéressantes et hors de l'ordinaire. Votre comité aviseur des conseillers francophones -- vous parliez de l'aspect démocratique des choses. Je regardais si le conseil solliciterait les noms des contribuables intéressés à devenir membres du comité aviseur, et les trois conseillers francophones en choisiraient six -- qui seraient nommés en vertu de leur qualifications et de leur expérience.

Etes-vous certains que vous voudriez être un des trois conseillers à choisir les six? Pourquoi pas ne pas laisser les gens -- les contribuables -- s'élire, dans une élection style

CCLF, les gens qui pourraient conseiller les trois personnes élues? C'est -- du moins, pas que je mettrais en doute les trois conseillers élus, mais il y a justice et aussi apparence de justice et apparence de neutralité pour les trois élus. Je lance ça en l'air comme ça. Est-ce que je pourrais avoir votre opinion là-dessus?

M. Labrosse: Oui, monsieur Poirier.

Nous avons parlé de principes démocratiques lors de l'élection des représentants attitrés au conseil -- c'est-à-dire les conseillers. Beaucoup de comités aviseurs au sein de nos conseils ne sont pas élus par la population, mais plutôt, comme on l'a dit, sont choisis à partir des gens qui expriment un intérêt à servir sur ce comité-là pour leurs qualifications et leur expérience.

Et donc, ayant en premier lieu respecté les principes démocratiques par l'élection des conseillers, on veut les doter de mécanismes d'appui compétents. Et de -- les gens -- si on s'en veut faire, par exemple, à l'expérience d'une élection de CCLF, bien qu'on souhaiterait que les gens élisent des représentants qualifiés, on ne peut pas assurer la chose. Et c'est la beauté et la faiblesse de la démocratie.

Donné les circonstances, il nous semble qu'il serait préférable que les trois élus -- démocratiquement élus -- se dotent, avant tout, d'un comité qui pourrait profiter de l'expérience de gens s'étant déjà impliqués dans le domaine de l'éducation et qui ont exprimé l'intérêt d'appuyer ces gens-là.

M. Poirier: Mais si je me fais l'avocat du diable -- et vous me pardonnerez bien sûr -- les trois personnes élues comme conseillers scolaires, avec toute leur bonne foi, leur grand intérêt puisqu'ils se sont portés volontaires d'être élus, n'ont pas, au moment de l'élection, l'expertise, les connaissances de choisir des compétences. C'est pas nécessairement eux qui ont les meilleures connaissances d'en choisir six. Il se pourrait -- à ironie du sort -- que parmi les six choisis par les trois, il y ait plus de talent dans une de ces six personnes-là que dans les trois élues.

M. Labrosse: A ce moment-là, cette personne-là aura dû briguer les suffrages pour se faire élire comme conseillère.

M. Poirier: Evidemment. Non, mais vous comprenez -- je coupe les cheveux en quatre -- mais vous comprenez le point que j'essaie de faire c'est -- on assume que tout ira bien mais si ce -- je ne sais pas -- c'est mon souci de démocratie qui me faisait soulever ce point-là.

M. Drouin: Je voudrais peut-être -- si vous le permettez, monsieur Poirier. D'abord, on a bien indiqué que ce

comité -- on le veut d'abord et avant tout comme un comité administratif, de soutien administratif. On l'a appelé comité aviseur. On peut l'appeler comité administratif aussi.

M. Poirier: Oui.

M. Drouin: On a bien indiqué aussi dans le texte qu'il n'a pas le statut d'un CCLF non plus. Et on l'a plutôt comparé à un comité comme on l'a mentionné tantôt -- un comité d'aide à l'éducation en général.

Mr. Labrosse: Advisory vocational committee, trainable mentally retarded committee -- tous les autres comités du conseil qui sont mis sur pied par le conseil pour assurer un plus grand mécanisme d'input au conseil de la population en général. Mais, il y aurait quand même -- si on élit des conseillers pour nous représenter -- il faut croire qu'on leur fait confiance. On leur attribue une certaine compétence, un certain jugement. Sans ça, on ne vote pas pour eux, il me semble.

M. Poirier: M'h'm. Un autre point que je voulais faire. Je vous -- je regardais certains des mots que vous aviez choisis pour décrire le projet de loi 75 -- des mots tels que "étape", "c'est bon", "c'est bien," "mais", "il y a d'autres choses à venir". Pour moi, "étape" veut justement dire ça. Il y a une période post-étape, ou étape par la suite. Vous auriez des commentaires sur la possibilité d'un conseil scolaire homogène de langue française public, ou quoi -- puisque vous êtes l'Alliance pour l'éducation publique? Vous êtes-vous penchés là-dessus? Avez-vous mijoté un plat à ce sujet-là?

M. Drouin: On pourrait se partager, si vous voulez, la réponse, Bernard et moi.

M. Poirier: Allez-y.

M. Drouin: Comme on l'a mentionné tantôt d'abord, l'Alliance n'existe depuis très peu de temps -- depuis quelques mois à peine -- et en partie elle est née un peu de ce besoin de réflexion sur, entre autres, le projet du conseil homogène. Alors, nous sommes actuellement à examiner le projet, ses implications pour le secteur -- du point de vue du secteur public. Je pense ça serait prématuré pour nous d'indiquer quelle est la position de l'Alliance sauf sur la question. Il y aura -- il y a encore quelques semaines à venir. Mais, disons que -- comme on a indiqué tantôt dans nos objectifs, nos objectifs sont très clairs. Nous aborderons le projet du conseil homogène du point de vue des intérêts du secteur public francophone, et de façon à ce que les objectifs et les principes, si vous voulez, que le secteur d'éducation public représente soient bien défendus et soient bien respectés dans le cadre de ce projet-là. Qu'on l'appelle conseil homogène ou autre -- on verra.

Bernard, si tu veux compléter?

M. Labrosse: J'ajouterais seulement, monsieur Poirier, que le côté -- comment dire -- confessionnel a beaucoup de porte-paroles qui véhiculent différentes approches. Nous avons, par exemple, l'énoncé tout récent des évêques francophones de l'Ontario, qui disent qu'un conseil homogène -- un conseil de langue française -- doit avant tout être un conseil public.

M. Poirier: Catholique.

M. Labrosse: Pardon, pardon. Un conseil catholique.

M. Poirier: La nouvelle vous a tellement frappé que ça ---

M. Labrosse: Donc, on -- de là le besoin pour un groupe tel que l'Alliance pour faire le contrepoint. C'est-à-dire, si telle était la nature du projet proposé par le gouvernement éventuellement suite aux recommandations du comité Roy -- eh bien nous, les gens du public, nous aurions une réaction qui s'apparenterait de cette proposition-là. Mais si, d'un autre côté, la proposition qui sort du comité roi et qui est mis de l'avant éventuellement par le gouvernement de l'Ontario respecte et rejoint un consensus qui permet aux deux groupes de francophones de cohabiter sous un même chapeau ou sous un même toit, la réaction serait toute autre.

Donc, on doit voir ce qui sera proposé, mais nous avons l'intention d'assurer, dans le débat sur cette question-là, qu'on entende l'autre côté de l'histoire et qu'on respecte et qu'on permette aux gens qui ont choisi l'éducation publique, autant de flexibilité et d'options qui sont disponibles à nos confrères anglophones, si besoin est.

M. Poirier: Voilà. Merci.

Merci, monsieur le Président.

Mr. Chairman: Doctor Allen.

Mr. Allen: Merci, monsieur le Président.

Et bienvenue à tous les deux représentants de l'Alliance francophone pour l'éducation publique. Je pense que c'est très, très important d'avoir la voix d'un tel groupement de la communauté francophone dans les affaires de l'éducation pour les franco-ontariens; néanmoins que vous n'êtes pas totalement organisés en ce moment. C'est difficile peut-être de calculer le nombre total des personnes de cette région et d'autres régions en Ontario qui souscrivent à une telle option. Néanmoins, comme j'ai dit, c'est très très important d'avoir et

d'entendre votre voix dans ces matières.

Je n'ai pas de questions significatives pour vous. Je pense que votre bref est clair et net. Comme monsieur Poirier, j'ai -- peut-être -- je voudrais des discussions de l'option du conseil homogène, de point de vue des arrangements, de structuration d'une telle option, pour -- de prévoir les options claires pour ceux, comme vous, veulent la publique option dans cette structure. Mais c'est un exercice un peu spéculatif et je ne pousserai pas cette discussion.

Mais pour notre information, est-ce possible d'estimer dans la région Ottawa-Carleton les nombres parmi la communauté francophone qui veulent l'option publique au futur dans leur -- quelque restructuration de l'éducation francophone -- la gérance de l'éducation francophone dans cette région?

M. Labrosse: Il serait évidemment assez difficile de vous donner un chiffre précis. Nous pouvons à prime abord peut-être regarder le nombre de gens qui ont choisi l'éducation publique au niveau primaire de la région. Le chiffre atteint près de 1000, quoi que je n'oserais pas essayer de vous faire croire que tous ces gens-là nécessairement resteraient au public advenant la création d'un conseil homogène.

Mais il est évident que ces gens-là ont principalement une chose en commun: c'est qu'ils ont vu, dans le système public, une éducation de qualité comparable à celle disponible à leurs confrères anglophones de la région. Et c'est avant tout ce qui attire les gens. Pour certains, l'aspect non-confessionnel est secondaire. Pour d'autres, c'est très important. Mais le point commun c'est la recherche d'une éducation de qualité pour les francophones dans la région. J'oserais croire que tous les francophones de la région veulent une éducation de qualité.

Il reste à voir ce qui va se passer lorsque le gouvernement aura mis en place la loi 30 qui -- tel qu'on prévoit dans le moment ou qu'on peut anticiper dans le moment ces effets -- forcera beaucoup de francophones de la région de faire un examen de conscience très approfondi, parce que beaucoup de parents dans le moment sont très satisfaits de l'éducation secondaire qui est apportée ou est fournie à leurs enfants par le système public. Et ça va les déchirer de devoir, peut-être, éventuellement choisir entre les deux systèmes.

Je voudrais peut-être aussi apporter un commentaire sur un aspect que monsieur Poirier a soulevé: c'est-à-dire, est-ce qu'on voit ça comme une étape? Oui. C'est qu'on a un droit qui était reconnu par la Cour d'appel. Le Bill 75, lui-même, prévoit des mesures intérimaires jusqu'en '88. Et le gouvernement a parlé de la mise sur pied d'un conseil homogène pour '88. Donc, oui, le Bill 75, pour nous, est une étape intérimaire vers soit la permanence sous le projet de loi 75, ou

vers le conseil homogène. On devra le juger de l'attraction que peut avoir une ou l'autre option pour nous et pour les gens qui partagent notre point de vue -- que lorsqu'on aura des renseignements ou des informations un peu plus détaillés, et qu'on pourra faire l'évaluation -- pour la qualité d'éducation qui motive en grande partie les gens qui ont choisi une éducation publique -- voir quelle qualité d'éducation qu'on anticipe sera fournie par une ou l'autre des options.

M. Drouin: J'ajouterai également -- si vous le permettez -- pour répondre à votre question au sujet du nombre des parents ou d'élèves qui s'intéressent au secteur public. Actuellement, au niveau élémentaire il y a trois écoles actuellement. Et à Carleton ainsi qu'à Ottawa, les deux alliances -- les deux CCLF -- sont en train de négocier pour faire ouvrir deux autres écoles élémentaires si possible dès le mois de septembre. Et à Ottawa je sais que nous espérons aussi pouvoir en ouvrir une quatrième école -- élémentaire toujours -- d'ici deux ans. Les chiffres qu'on nous a fournis -- que l'administration du conseil scolaire nous a fournis -- indiquent très clairement que le secteur élémentaire en tout cas est en une période de croissance assez rapide. Alors, ça vous donne au moins une idée.

M. Allen: Est-ce que votre groupe de francophones se situe dans un secteur spécifique de la communauté francophone de votre région? Est-ce que vous représentez, par exemple, un grand nombre parmi les fonctionnaires, ou est-ce qu'il y a une multi-classe base de votre association?

M. Drouin: L'Alliance, comme le mot l'indique, se veut, si vous voulez, une association de gens qui, autant que possible, représentent d'une façon ou une autre, d'après leur fonction, les parents surtout. Mais aussi -- je vous donne des exemples -- on a des personnes qui sont membres d'abord non pas comme représentants d'un organisme quelconque, mais bien à titre personnel et individuel. Mais nous tentons d'attirer justement des gens qui ont quand même des fonctions, si vous voulez, publiques dans le domaine de l'éducation. Donc, il y a par exemple, certains administrateurs d'écoles qui s'intéressent au travail de l'Alliance. Il y a des représentants élus -- comme monsieur Labrosse -- au CCLF, et ainsi qu'à Ottawa. Il y a de simples parents, comme moi, qui s'intéressent au dossier de l'éducation publique. Et nous -- comme en bonne partie l'Alliance est née, si vous voulez, de la préoccupation qui entoure la création d'un conseil scolaire de langue française et que ce conseil d'après -- proposerait apparemment l'unification des éléments francophones de Carleton et d'Ottawa, alors il était normal que l'Alliance attire, si vous voulez, ou intéresse des gens de la région d'Ottawa et de la région de Carleton aussi.

M. Labrosse: Peut-être, pour préciser -- nous n'avons pas à date -- et nous le reconnaissons parce que nous

sommes un regroupement assez nouveau -- nous avons en premier lieu essayé d'attirer ou de contacter des gens qui étaient déjà impliqués dans le domaine de l'éducation -- donc les associations de parents, les CCLF, les administrateurs, les éducateurs. Nous avons l'intention et nous avons déjà entamé le processus, de faire de la sensibilisation, surtout par l'entremise des associations de parents et instituteurs, des parents, des enseignants, de la région, qui ont choisi l'éducation publique.

M. Allen: Merci de vos réponses.

Mr. Chairman: Mr. Guindon.

Mr. Guindon: Thank you, Mr. Chairman.

Je voulais juste faire une petite mise au point puis vous poser une question en même temps. C'est que nous autres on a entendu souvent -- soit ici en comité ou dans les journaux, les média -- que le francophone puis le catholique c'est synonyme. Et puis je me demandais si vous auriez fait des recherches, par exemple, à Montréal -- aux écoles catholiques de Montréal ou aux écoles publiques du Grand Montréal -- si vous aviez des chiffres ou des renseignements à nous donner à ce point de vue-là?

M. Drouin: Vous voulez dire -- pour nous éclairer sur la situation ici à Ottawa?

M. Guindon: Non. C'est parce que -- comme je vous ai dit, les francophones puis les catholiques c'est supposé être synonyme. Puis je me demandais si vous aviez de la documentation -- de la recherche ---

M. Drouin: Non. Nous avons pas les ressources non plus pour faire ce genre de recherche actuellement. On aimerait certainement savoir -- dans la région d'Ottawa, par exemple -- mais il y a très peu de données actuellement. Les données que nous avons de disponibles sont celles du recensement de '81, et depuis ce temps-là, il y a eu beaucoup de changements démographiques dans la région d'Ottawa. C'est difficile de savoir actuellement.

M. Guindon: Okay. Merci.

Mr. Chairman: Thank you very much for your presentation.

I apologize for asking you to translate the recommendations, but it was helpful for us.

Mr. Drouin: Thank you, Mr. Chairman.

Mr. Labrosse: Thank you, Mr. Chairman.

The purpose of the meeting is communication, and we have an interest in ensuring that it gets done in one language or both if possible.

Mr. Chairman: Thank you very much.

For the committee members, I am not sure whether we are staying here in this room in the morning or not, but please check the bulletin board for the location of tomorrow morning's meeting. It may be on this floor at the other end, in the Provinces Room.

The committee adjourned at 5:05 p.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT
BILL 75, AN ACT TO AMEND THE EDUCATION ACT
THURSDAY, APRIL 3, 1986
Morning Sitting

CHAIRMAN: McCague, G.R. (Dufferin-Simcoe PC)
VICE-CHAIRMAN: Dean, G.H. (Wentworth PC)
Allen, R. (Hamilton West NDP)
Knight, D.S. (Halton-Burlington L)
Davis, W.
Poirier, J. (Prescott-Russell L)
Guindon, L.B. (Cornwall PC)
Hennessy, M. (Fort William PC)

Clerk: Deller, D.

Staff: Steele, L., Researcher

Witnesses:

Ottawa Roman Catholic Separate School Board:
Xatruch, P., Directeur de l'éducation
Carrière, F., Président du conseil

Carleton Roman Catholic Separate School Board:
Ladouceur, J., Chairman of the Board
Crossan, W., Director of Education

**Association des surintendantes et surintendants
franco-ontariens:**

Godbout, M., Vice-président et président par intérim
Pilon, R., Président sortant
Marcil, P., Secrétaire

**Comité consultatif de langue française du conseil
d'éducation de Carleton:**

Vézina, J.P., Vice-président
Lalonde, A.
Jubainville, R., Secrétaire administratif

Conseil d'éducation des comtés de Prescott-Russell:

Pilon, R., Directeur de l'éducation
Myner, G., Conseiller scolaire
Histead, R., Vice-présidente
Perras, M., Président

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Thursday , April 3, 1986

The Committee commenced at 10:00 a.m. in the Salle des Provinces Ballroom II, Westin Hotel, Ottawa, Ontario.

Bill 75, And Act to Amend the Education Act
(Continued)

Mr. Chairman: Could I ask you to take a seat, please?

We will call this session of hearings to order.

Good morning and welcome.

The first presentation is ---

Mr. Allen: Mr. Chairman.

Mr. Chairman: Yes?

Mr. Allen: Before we get underway I wondered if I might have a moment to table a motion?

I do this, Mr. Chairman -- while the Committee is going to be going into two days of clause-by-clause consideration next week after our hearings, we are obviously going to have precious little time to reflect on all that we have heard, and I therefore wish to present -- to table a motion to give some indication of the direction of our own thinking on this particular bill and to help focus the discussion -- and I would encourage other members to do that also on behalf of their parties in advance so that we may have as much time for reflection as possible.

And I also do this because it seems to me that both in these hearings and in the publicity surrounding them, and the reactions we have been hearing, the climate is very, very different, I think, than most of us, perhaps, anticipated with respect to this particular movement toward the self-determination in education by Franco-Ontarians.

So the Notice of Motion that I have, and I would like to circulate -- if Debbie would like to hand these around -- with one addition that I have added to this text.

I would like to table this Notice of Motion that in

the light of the findings of the Churchill Report, and because the political climate around the question of French-language school boards is changing so quickly and so favourably, I would like to propose that we look at the Bill from the following perspectives:

First of all, that Bill 75 be explicitly recognized as a provisional measure to facilitate the development of full French governance under French-language boards and that all we do in the Bill, by way of amendment, be viewed from that light.

That, secondly, the Bill commit the Government in consultation with francophone organizations in the province, within two years, to designate the boundaries of prospective viable regional French boards across Ontario.

Thirdly, that at that point, a multi-year development plan be worked out for each region, over a maximum of six years, in consultation with the regional French Language Advisory Committees and French language sections and the relevant boards to bring full determination in each of those regions.

Fourth, that to facilitate the work of the French language sections and to provide the experience of trusteeship to more Francophones in this period of transition, Bill 75 be amended to provide that no French language section number less than six, but the number entitled to vote on common matters remain as in the Bill or -- and here I have an alternative that is not in the text and that is -- for the French language section and the French Language Advisory Committees of the boards which purchase French instructional services from the board -- of which the FLS is a part -- so elect, they may together form an extended French language section -- in effect a multi-board unit -- to assist the FLS (the French language section) in all respects saving only that for any decision made by the extended French-language section to have any force, it must have a concurrent majority with the French-language section of the providing board.

And fifthly, that in the movement toward French-language boards which this Bill should more explicitly recognize, that it be clearly understood at the outset that Roman Catholic Section 93 rights in the British North America Act will be guaranteed within the new French-language board structures.

And sixth, that in Metropolitan Toronto, that region be brought under the terms of Bill 75 while a regional French board is developed for that area.

Mr. Chairman, I have wanted to table those for the consideration of the Committee to help focus our thinking on

the Bill as we move through the next few days of hearings and into our period of clause-by-clause consideration.

Thank you for bearing with me as I have presented that -- tabled that motion.

Mr. Chairman: Thank you.

I understand it is a notice of your intent to have this debated at a later date, and I presume that will be next Thursday. You mentioned at the outset Thursday and Friday as the time set aside for clause-by-clause. It would not be my intention, and I hope not the Committee's intention, to limit the time for consideration of clause-by-clause to those two days.

Mr. Allen: I would hope that that would also be the case, Mr. Chairman, but I know that also our committee schedules are terribly constrained and we might be pressed into less time than we would otherwise like.

Thank you.

Mr. Chairman: Well, we could consider Saturdays and Sundays.

--- Laughter

The first presentation this morning is from the Ottawa Roman Catholic Separate School Board, Pierre Xatruch and others.

Pierre, would you please introduce your contingent?

OTTAWA ROMAN CATHOLIC SEPARATE SCHOOL BOARD

M. Xatruch: Maintenant, je pense que je vais laisser le président du conseil -- au moment où nous nous sommes inscrits, nous ne savions pas qui allait faire la présentation. Cependant, c'est évident que c'est le président du conseil, monsieur Florian Carrière, qui va faire la présentation d'une partie et je vais à ce moment-là le seconder dans cette présentation. Alors, je passe la parole au président du conseil, monsieur Florian Carrière, si vous le permettez?

M. Carrière: Monsieur le président, distingués membres du comité, nous devons en premier lieu remercier le gouvernement qui nous permet de participer activement à l'élaboration de la loi qui suivra le projet de loi 75. Nous sommes très heureux d'être consultés et nous remercions les membres de ce comité à l'avance.

Mr. Chairman: Excuse me. Your voice is too low, I think, for the people to hear.

Thank you.

M. Carrière: Monsieur le président, permettez-moi de remercier et de féliciter le gouvernement actuel pour nous permettre de participer à l'élaboration de la loi qui suivra le projet de loi 75. Ceci permet à toute la population de la province d'éclairer nos législateurs sur la perception qu'ils ont de ce projet de loi.

Je vous remercie également à l'avance pour la patience dont vous ferez montre en nous écoutant. Nous n'avons pas l'intention de lire à la mémoire ce que nous avons. Dans un premier temps, j'avais résumé rapidement la page de 1 à 5; dans un second temps, le directeur-général, monsieur Pierre Xatruch, s'occupera des pages 6 à 14; nous allons passer par-dessus des pages 14 à 15, et monsieur Xatruch vous expliquera les tableaux.

Si vous prenez le deuxième paragraphe de page 1, il reste que notre réaction positive s'inscrit dans le contexte de notre situation particulière en ce que la région d'Ottawa-Carleton anticipe la création d'un conseil scolaire de langue française. Par ailleurs, nous croyons que la question du parachèvement devrait aussi être réglée dans le contexte des remises en oeuvre du conseil scolaire de langue française afin de permettre une résolution cohérente et rationnelle de la situation dans notre région d'Ottawa-Carleton.

Si vous allez maintenant à la page 3, le premier paragraphe: de plus, nous sommes d'avis que le projet de loi 75 limite les francophones en les enfermant dans une formule de financement potentiellement inéquitable. L'allocation des ressources proportionnellement aux effectifs semble discriminatoire pour la minorité, qui, selon les savants juges de la Cour d'appel d'Ontario, a droit à des services équivalents, payés à même les fonds publics:

"The quality of education to be provided to the minority is to be on a basis of equality with the majority."

Si vous prenez le dernier paragraphe de cette page: en conséquence, nous estimons que les mesures provisoires, c'est-à-dire le conseil de l'enseignement en langue française et permanentes, c'est-à-dire la section de langue française, prévues dans le projet de loi 75, devraient constituer des étapes préliminaires dans la progression menant vers l'établissement éventuel de conseils scolaires de langue française dans les régions où les francophones constituent un nombre suffisant, ainsi que dans les régions à plus faible densité francophone, où, suite à un regroupement, les francophones pourraient légalement atteindre un nombre suffisant pour établir de tels conseils.

Dernier paragraphe de la page 4: nous soulevons donc dans ce mémoire les difficultés associées à certaines dispositions contenues dans le projet de loi 75, tant d'une manière générale que par rapport aux divers aspects limitatifs discutés plus haut. Dans un dernier temps, nous présentons notre vision évolutive de la gestion des établissements scolaires francophones de l'Ontario, qui comprend le projet de loi 75 en tant que mesures préliminaires nécessaires pour une évolution cohérente, rationnelle et efficace, menant vers l'exercice d'un droit si longtemps revendiqué par la minorité franco-ontarienne: la gestion réelle, pleine et entière de ses établissements scolaires francophones.

Maintenant, je demanderais au directeur-général d'aller dans les détails.

M. Xatruch: Merci, monsieur le Président.

En ce qui a trait au projet de loi 75 lui-même, je pense que ce qu'on essaie de dire tout simplement c'est que le projet de loi, en fait, n'est qu'une étape préliminaire vers la réalisation beaucoup plus pleine et entière de conseils scolaires francophones pour la province de l'Ontario. L'avis de motion que vous venez de recevoir, je pense, en fait, établit une certaine congruence entre ce qu'on essaie de présenter dans notre mémoire et ce que l'avis de motion comme telle veut faire.

De façon particulière en ce qui a trait au comité consultatif de langue française, il est évident qu'il n'y a pas de grands changements. Il y a des changements peut-être de certaines substances; mais, en fait, ce que l'on dit tout simplement, c'est que probablement ça ne respecte pas les décisions de la Cour d'appel comme tels en ce qui a trait aux frontières arbitraires, qui sont déterminées à l'heure actuelle par les juridictions des divers conseils scolaires, aussi bien que les nombres arbitraires que préconise le projet de loi comme tel.

En ce qui a trait aux mesures permanentes, on reprend un petit peu le même problème dans ce sens que la définition d'un élève résident à ce moment-là restreint beaucoup la possibilité de certains conseils scolaires de se regrouper -- et là aussi donne un aspect limitatif au projet de loi dans le sens d'une vision évolutive de la gestion des francophones en Ontario.

Il en est de même d'ailleurs pour la création de la section de langue française dans le conseil. Le conseil scolaire s'objecte à mettre dans les domaines de compétence commune, l'enseignement religieux et les exercices religieux comme tels. Ils trouvent que la religion, de même que la langue, sont excessivement importantes à l'ensemble d'une culture et ces deux aspects devraient se trouver dans les domaines de

compétence exclusives et non pas communes, et c'est ce qu'ils vous recommandent.

Au niveau de la négociation, des conventions collectives, on trouve que le projet de loi 75 est totalement silencieux à cet effet. Et pour être cohérent, on demande que le projet de loi soit amendé pour éviter justement cette ambiguïté qui pourrait résulter de la lecture des articles de 277 (l) ainsi que de l'article de 277 (k). Cela revient à dire que d'une part, on reconnaît que les sections ont le droit d'engager leurs enseignants; cependant, les négociations collectives -- du moins on le présume -- semblent être du domaine de la gestion commune des conseils, et non pas des compétences exclusives, et on trouve à ce moment-là qu'il y a une certaine -- il n'y a pas de congruence entre les deux.

Il manque de congruence également dans la question des projets d'immobilisation, que l'on reconnaît comme étant des domaines de compétence exclusive. Et d'autre part, lorsqu'il s'agit des fonds de réserve, les fonds de réserve deviennent des domaines de compétence commune. Et pour être conséquent, il nous semble que les argentés devraient aller avec les projets d'immobilisation, et que les réserves des conseils devraient peut-être distribuer, en termes de proportion d'élèves, aux sections comme tels et non pas faire partie des domaines de compétence commune.

Il y a une absence totale quand à la question des directeurs-général. On en parle absolument pas, et on se demande à ce moment-là comment est-ce que la nomination d'un directeur-général va se faire. Il ne semble pas faire partie des domaines de compétence commune et il n'est définitivement pas dans les domaines de compétence exclusive. Alors il nous semble qu'il devrait y avoir une référence de fait dans le projet de loi pour indiquer de façon très précise comment va se faire la nomination des directeurs-général.

Les changements de compétence: le projet de loi aussi préconise ou prône la possibilité d'échanger les domaines de compétence commune aussi bien que les domaines de compétence exclusive. Cela est très bien; évidemment, c'est très souhaitable. Ce qu'il ne fait pas cependant -- et cela peut créer une certaine instabilité -- c'est déterminer si les décisions qui ont été prises peuvent être renversées d'un jour à l'autre, ou auraient une certaine durée de temps -- un an ou deux ou trois ou alors pour le terme du conseil. Notre conseil chez nous trouve qu'il devraient y avoir une certaine précision dans ce sens-là, dans le projet de loi, en ce qui a trait aux changements de compétence. Autrement cela pourrait créer des situations assez difficiles, si évidemment il y avait entêtement de part et d'autre et si on voulait changer trop souvent certaines décisions.

Une question qui, peut-être est assez difficile à

résoudre, c'est celle du financements. Il nous apparaît que dans le projet de loi, le financement -- en fait, on est silencieux dans la façon dont ça va se passer. On dit tout simplement que les estimés seront adoptés par le conseil mais on sait pas trop de quelle façon ces estimés-là vont être mis ensemble.

Il y avait -- dans le Livre Blanc qui avait été présenté par le gouvernement derrière -- une formule de financement qui nous apparaissait peut-être beaucoup plus directe et beaucoup plus précise que celle qui se trouve dans le projet de loi 75. Tout ce que l'on dit dans le projet de loi en tout cas, selon notre perception, c'est que les estimés seront présentés au conseil qui ensuite les approuvera, et on redistribuera ces argents au pro-rata des élèves.

Mais cela évidemment peut avoir des conséquences assez difficiles dans un conseil scolaire où la minorité est vraiment minoritaire, dans le sens qu'il n'y aura pas grand nombre d'élèves. Cette question de pro-rata -- je pense d'ailleurs, le docteur Churchill a bien démontré dans son dernier ouvrage -- va créer des problèmes excessivement sérieux dans certaines localités de la province de l'Ontario où les minorités, étant très minoritaires, auront beaucoup de difficultés à financer à ce moment-là, leur gestion respective. Il nous semble que le gouvernement devrait se pencher sur des mesures qui favoriseraient à un moment donné peut-être des facteurs de pondération pour ces sections de conseil qui sont -- bien, pour toute section minoritaire comme telle. On trouve que la question de financement est plutôt faible dans le projet de loi et devrait être revue entièrement.

Les comités de liaison ont -- on fait état d'un comités de liaison dans le projet de loi, et on trouve ceci excessivement louable, surtout en vue de la vision évolutive que l'on va vous soumettre -- que l'on va vous suggérer. Il est fort probable qu'à l'avenir, ces comités de liaison -- en autant qu'on connaisse le mandat qu'il possède, ce qui n'est pas clair dans le projet de loi -- pourraient servir d'instrument de dialogue dans certaines régions de la province, en vue éventuelle d'un regroupement de conseils scolaires ou de sections pour établir des conseils scolaires de langue française dans certaines parties de la province. Ça pourrait être un instrument excessivement important.

Dans le projet de loi, on parle très peu du rôle -- on n'en parle pas du tout en fait -- du rôle qu'on pourrait attribuer au comité de liaison. Le projet de loi est tout à fait silencieux. Il est simplement que le conseil peut -- ce qui veut donc dire que le conseil peut aussi bien peut s'objecter dans son ensemble à établir des comités de liaison. Il nous semble indispensable de permettre, surtout dans les endroits de la province où les francophones sont très minoritaires, de permettre l'établissement de comités de liaison, non seulement de les permettre mais peut-être de les rendre presque

obligatoires sur la demande d'une section minoritaire. Et cela n'est pas clair dans le projet de loi.

De façon générale, les mesures intérimaires -- on reprend les mêmes objections que nous avons en ce qui concerne les nombres et le regroupement des francophones. Il y a peut-être un problème particulier pour les conseillers scolaires élus dans certains cas -- le fait d'établir leur représentativité comme étant francophones ou anglophones -- aura pour effet dans certaines juridictions à enlever la représentativité soit des francophones ou des anglophones. Par exemple, à Vanier il n'y a qu'un représentant. Ce représentant est élu par les francophones et les anglophones. Dès l'instant -- au premier janvier 1987 -- il se déclarera comme faisant partie d'une section ou d'une autre, eh bien, les contribuables de Vanier qui seront soit dans une section ou dans l'autre, auront perdu leur représentativité. Alors, c'est peut-être une question sur laquelle le gouvernement devrait se pencher.

Egalement pour les vacances, dans les mesures intérimaires, le projet est absolument silencieux à savoir si un conseiller scolaire quitte, démissionne, ou s'il y a décès -- en fait, s'il y a vacances pour une raison ou pour une autre, on ne dit nullement comment il y aura un remplacement de ce conseiller scolaire, suite à ses vacances, et je pense c'est une question sur laquelle on devrait se pencher.

Alors voilà, monsieur le Président, je voudrais maintenant passer tout simplement à la fin du mémoire. Vous avez un tableau -- un tableau qui, je pense, représente peut-être d'une façon assez fidèle -- come je vous le disais tout à l'heure, l'avis de motion qui a été déposé il y a quelques instants.

Ce qu'on essaie de dire par ce tableau, c'est que l'établissement d'un comité consultatif de langue française ne devrait être considéré comme une mesure excessivement provisoire, et non pas définitive, comme d'ailleurs semble le dire le projet de loi. La question que l'on se pose, c'est que, bien d'accord, on établit un comité consultatif de langue française, mais après, quoi, qu'est-ce qui arrive? Dans certaines parties de la province, ça semble être une solution permanente et finale. Et on trouve que cela -- à ce moment-là, c'est pas cohérent avec peut-être la décision de la Cour d'appel de l'Ontario il y a quelques mois.

On voit donc une évolution graduelle des comités consultatifs -- ou à un moment donné deux comités consultatifs -- ils pourraient éventuellement déboucher en sections avec certains pouvoirs, dans un premier temps, ensuite avec pleins pouvoirs, pour finalement permettre à ces conseillers scolaires -- dans les sections de ces conseils où ils sont excessivement minoritaires -- peut-être de se regrouper pour finalement établir dans certaines parties de la

province, surtout dans le sud et dans l'ouest, des conseils scolaires de langue française regroupés, donc régionaux.

C'est une vision qu'on voudrait que le gouvernement adopte. Cette vision évolutive qui permettrait éventuellement de créer un réseau de conseils scolaires régionaux dans les endroits de la province où les francophones sont excessivement minoritaires. Dans les autres endroits, on voudrait que, de par le fait même, les sections de conseil qui sont préconisés dans le projet de loi 75, puissent déboucher éventuellement sur des conseils scolaires de langue française, parce qu'en fait on trouve que le nombre, dans le plupart des cas, justifierait l'établissement de tels conseils.

Alors je n'en dit pas plus, monsieur le Président, de façon générale. C'est ce que notre mémoire vous recommande comme tel.

Merci.

Mr. Chairman: Thank you very much.

I presume you are ready for some questions? Dr. Allen?

Mr. Allen: Merci, monsieur le Président.

C'est très important pour nous d'avoir les opinions des représentants des conseils catholiques de la région d'Ottawa sur ce sujet. Peut-être que cette région est une région qui a considéré ce sujet le plus profondément. Pour nous, c'est très important de vous entendre.

Comme vous, j'ai aperçu l'absence des provisions pour les liaisons entre les comités consultatifs dans une base régionale dans ce projet de loi. Au commencement de notre débat à la législature, j'ai proposé que cet -- qu'on instaure un tel arrangement pour faciliter les démarches entre -- vers -- vers les conseils homogènes et de donner l'expérience plus complète pour chaque région de notre province pour les franco-ontariens, de les engager dans les processus de développement des conseils homogènes éventuels.

Pouvez-vous décrire pour nous quand vous envisagez l'opération d'un tel comité de liaison dans -- jour par jour -- dans la gérance d'écoles intérimaire vers un tel objectif des conseils homogènes?

M. Xatruch: En fait, il y a peut-être une certaine différence -- et peut-être que je ne l'ai pas expliquée comme telle. Lorsqu'on parle des comités consultatifs de langue française, on se rend compte qu'évidemment ce ne sont que des comités consultatifs d'abord, qui n'ont pas de pouvoir comme tels. Mais si on veut éventuellement que les francophones

prennent en main leur gestion dans la province, il faut qu'à un moment donné, que ces gens-là -- comme vous venez de le dire -- puissent avoir la chance de gérer les affaires des francophones. Et un comité consultatif ne leur permet pas, en fait, d'avoir cette pratique absolument nécessaire à la mise sur pied éventuelle d'un conseil scolaire de langue française dans certaines parties de la province.

Alors, ce que nous voyons ici, c'est que le comité consultatif se modifie au fur et à mesure qu'il avance, que de consultatif, on lui donne certains pouvoirs. Et ensuite, d'autres pouvoirs, avec un mandat éventuel d'établir des comités -- enfin -- d'avoir un comité de liaison avec un mandat très particulier: celui de dialoguer avec d'autres conseils scolaires où il y a d'autres comités de liaison, pour qu'à un moment donné, ils puissent mettre sur pied ce conseil scolaire de langue française, régionalisé si vous le voulez.

Alors, c'était -- pour nous c'était peut-être la question fondamentale -- c'était de trouver le moyen par lequel ces conseillers francophones pourraient se prendre en main pour éventuellement établir, dans une région donnée, faire l'unanimité pour établir ce conseil scolaire de langue française. Ça va prendre des intervenants; ça va prendre du dialogue. Et comme comités consultatifs n'ayant aucun droit, on trouve à ce moment-là qu'il serait très mal placé pour justement déboucher et permettre l'évolution progressive vers un conseil scolaire de langue française dans certaines régions de la province.

C'est pas le cas dans d'autres; dans la région du nord et dans la région de l'est, nous avons déjà des conseillers scolaires qui ont l'expérience suffisante. Dans le sud et dans l'ouest de la province, ce n'est pas nécessairement le cas. C'est rarement le cas, en fait. Alors c'est dans ce contexte-là qu'on voyait un comité de liaison: comme étant le moyen par lequel il permettrait l'évolution, graduelle mais constante, vers un conseil scolaire régional.

Mr. Allen: Aimeriez-vous aussi avoir des élections comme pour les conseillers -- pour les membres des comités consultatifs?

M. Xatruch: Je crois qu'éventuellement il va le falloir.

Mr. Allen: Oui?

M. Xatruch: Il va le falloir si on veut vraiment leur donner les pouvoirs qui vont leur permettre d'agir comme intervenants dans le dossier de la gestion dans certaines parties de la province, où il n'y aura pas d'autres intervenants excepté probablement le conseil scolaire lui-même. A titre de comité consultatif, il n'y a pas moyen d'intervenir et d'avoir part au dialogue de façon entière. Et j'ai -- à mon avis, oui, je

pense qu'il faudrait définitivement, et c'est je pense que ce que l'on vous met ici. Lorsqu'on parle de certains pouvoirs, cela présuppose automatiquement qu'il serait éventuellement élu comme les autres conseils scolaires.

Mr. Allen: Oui, merci.

Mr. Chairman: Are there any other questions? Thank you very much.

The next presentation we have is from the Carleton Roman Catholic Separate School Board, Jocelyne Ladouceur. Jocelyne has been with us a few times before. Now -- I forget which hat you are wearing today -- oh, you are ---

Ms Ladouceur: Today, I am the Chairman of the Board.

Mr. Chairman: Oh, I see. Well, we'll let you carry on. Just a couple of things; the translators are having difficulty, I think, a little with not speaking directly into the mikes, and with speed. Now, I am taking my clues from Mr. Poirier, who is expert in both languages, so I presume what he is telling me is correct. You wouldn't trust that? Well, I have to.

CARLETON ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Ms Ladouceur: I have been told I speak too quickly anyway, so ---

Thank you very much, Mr. Chairman. I would like to introduce our Director of Education, Dr. William Crossan, who is with me.

The Carleton Roman Catholic School Board, in its support of the principles embodied in the Education Amendment Act 1985, or Bill 75, echoes the sentiment expressed by the Minister of Education at the time of the introduction of Bill 75. Given the unique character of this region of the province, we are also encouraged by the expressed commitment of the government to the establishment of a homogenous French language school board for the Regional Municipality of Ottawa-Carleton. We welcome this opportunity to make representation to the Standing Committee on General Government, in response to the specific provisions for minority language educational governance embodied within Bill 75.

The Carleton Roman Catholic School Board provides instruction and services to 15,316 Anglophone and 5,905 Francophone students, from Junior Kindergarten to Grade 11, as of March 31, 1986. Consequently, our representations to this committee are offered from the perspective of a lived experience. We trust our submission will be of assistance to

the standing committee in its deliberations on the legislation.

La nouvelle loi prévoit des modifications à la partie 11 de l'actuelle Loi sur l'éducation, intitulée: "Enseignement en français". Etant donné que le projet de loi 75 établit les modalités de la gestion de l'enseignement en langue minoritaire, sans égard aux groupes linguistiques visés, nous vous signalons respectueusement qu'à notre avis, la loi modificatrice gagnerait à être structurée de manière à donner une importance égale aux deux minorités linguistiques dans la partie 11 de la loi, par l'adoption de la rubrique générale: modalité de la gestion de l'enseignement en langue minoritaire.

Le Conseil des écoles séparées catholiques romaines de Carleton approuve le principe de l'autonomie, tant pour la majorité que pour la minorité linguistique, qui est consacrée par les dispositions du projet de loi 75.

Les délimitations des domaines de compétence exclusive et commune prévues au paragraphe 277 (k) accroissent la possibilité qu'à chacun des groupes linguistiques d'un même conseil, de poursuivre ses propres objectifs.

Par ailleurs, l'alinéa 277 (k) (4) autorise les conseillers scolaires à étendre et à modifier les domaines de compétence exclusive et commune en fonction de l'évolution des besoins et des aspirations de la majorité et de la minorité linguistique pour leur conseil.

Considérant que les droits à l'instruction dans la langue de la minorité prévus par la Charte canadienne des droits et libertés s'appliquant aux écoles confessionnelles, la Cour d'appel de la Cour supérieure de l'Ontario a notamment déclaré ce qui suit: "L'article 23 de la Charte ne fait aucune distinction entre les systèmes d'éducation confessionnels et non-confessionnels. Le droit conféré aux citoyens canadiens de faire instruire leurs enfants dans la langue de la minorité est un droit général qui, à première vue, s'applique également aux deux systèmes d'éducation".

Cet article de la Charte doit toutefois être interprété à la lumière de l'article 29, selon lequel les dispositions de la Charte ne portent pas atteinte aux droits ou privilèges garantis en vertu de la constitution du Canada, concernant les écoles séparées et autres écoles confessionnelles. Les droits ou privilèges visés par l'article 29 sont manifestement ceux qui sont garantis par l'article 93 de la loi constitutionnelle de 1987.

Le conseil des écoles séparées catholiques romaines de Carleton est d'accord avec l'interprétation générale des dispositions de la charte dont s'est inspirée la Cour d'appel pour rendre son jugement, et il y voit la consécration équitable des droits de l'une et l'autre minorité

linguistique à l'instruction dans la langue de la minorité.

En outre, le projet de loi 75, en établissant les modalités de la gestion de l'enseignement en langue minoritaire, respecte la volonté de chaque groupe linguistique de la classe particulière des personnes catholiques romaines, de poursuivre ses propres objectifs culturels, légitimes, dans le cadre d'un système d'éducation confessionnel catholique romain, sans porter atteinte aux droits historiques et constitutionnels des écoles comprises dans un tel système.

With respect to the interim provisions, the Carleton Roman Catholic School Board wishes to express to the Standing Committee a deep concern for the potential disenfranchisement of large sectors of a given board's electors of each or either majority or minority linguistic group throughout the transition period, January to December 1987.

Under the proposed transitional provisions, within this board's jurisdiction, it so happens that English-language ratepayers in Gloucester and Cumberland, and French-language ratepayers of Kanata, Nepean, Osgoode, West Carleton, Goulbourn and Rideau, could be without elected representatives on the majority English-language education council and the minority French-language educational council, respectively. The Carleton Roman Catholic School Board views the absence of representation for such a protracted period of time as a serious oversight which must be addressed. Our view is compounded by the scope and dynamic of change within education generally, and by the potentially significant impact that these proposals for change are anticipated to have upon educational provisions in the Regional Municipality of Ottawa-Carleton.

The Carleton Roman Catholic School Board to date, has considered three possible alternative resolutions to this potential difficulty. First, the holding of FLAC-type elections to select, for the transitional period, trustees who would function on the appropriate majority or minority education council, as the case may be, within the confines of the exclusive areas of jurisdiction of the linguistic sector to which they are elected.

Second, the appointment, for the transitional period, of the PTA/API representatives from each school in question to the appropriate majority or minority language education council within the confines of the exclusion areas of jurisdiction of the linguistic section to which they are appointed.

Three, the designation, for the transitional period, of a certain number of standing trustees as representatives of both the majority and minority language councils of the Board.

We urge the Standing Committee to give further

consideration to this matter of representation throughout the transition period, with a view to making appropriate provision within Bill 75 in its final form. This, we believe, would provide clearer direction to boards on this matter and would at the same time ensure some consistency and application throughout the regions of the province.

Enfin, en conclusion, le Conseil des écoles séparées catholiques romaines de Carleton félicite le gouvernement des initiatives énoncées dans le projet de loi 75 relativement à la gestion de l'enseignement en langue minoritaire. Le projet de loi 75 nous semble refléter les considérations et les décisions de la Cour d'appel de la Cour supérieure de l'Ontario en ce qui concerne les questions dont celle-ci a été saisie en vertu du renvoi constitutionnel.

A notre avis, le projet de loi 75 contribuera à assurer l'épanouissement harmonieux de l'enseignement destiné aux élèves, tant de la majorité que de la minorité linguistique en Ontario.

Nous tenons à remercier encore une fois le Comité permanent de nous avoir donné l'occasion de lui exposer nos vues, et nous sommes persuadés que nos observations et recommandations recevront toute l'attention voulue.

Thank you very much. If there are any questions, I'd be pleased to answer them.

Mr. Chairman: Thank you very much.

Dr. Allen has a question.

Mr. Allen: Mr. Chairman, the Carleton Roman Catholic School Board has had a great deal of experience in working through many of the problems of relationships and jurisdiction between French and English trustees in the course of recent years.

And I would like, first of all, to ask in view of the frequency with which the question of the interim measures comes up for discussion, what priority do you give to this particular issue, as an issue to resolve in the Bill? Let us say we were ranking the issues in the Bill from 1 to 10. Is there a rank order that you can give this particular one as to importance for you to have solved?

Ms Ladouceur: With respect to the representation problem, you mean?

Mr. Allen: With regard to the problem of election and representation of the English and the French electors.

Ms Ladouceur: Well, I have heard a lot of valid

points brought forth. I would hate to say that one is more important than the other, but I think that this one is one of the very important ones that would have to be dealt with within the interim measures, because it goes to the very heart of what we are about -- because it is representation and that is what the system is all about: representation of ratepayers. So I think it is certainly among the most important.

Mr. Allen: Is there a practical problem in the functioning of a trustee on both panels under the Bill, in terms of day-to-day operations?

Ms Ladouceur: I would not see that that would pose a great problem. I believe I mentioned yesterday in my other incarnation that we do have trustees, both Francophone and Anglophone trustees, who sit on both French and English education committees as it is right now. So presumably that should not create a problem. I do not see why it would in that instance when it does not now.

The only problem that you might run into would be the question of translation, if you have trustees who do not speak the language that is being used in one or the other of the committees. But our board has translation, and I am sure that that is a matter that can be resolved.

Mr. Allen: Would there be a problem with respect to the common matters, inasmuch as the discussions with respect to the common matters would take place, I presume, not only in the whole board but from time to time in the two panels -- since the concern about the common matters would be viewed from different perspectives? Now, obviously, those trustees would not have a double vote ---

Ms Ladouceur: No.

Mr. Allen: --- and they could not -- and one would not expect that they would end up cancelling out their votes, either, by doing so. But do you foresee a problem arising in that connection?

Ms Ladouceur: Well, first of all, if the matters of jurisdiction are exclusive and common, presumably the common matters should not be discussed during the discussions of the committees that are dealing with the exclusive matters. Now, perhaps informally, they might ---

Mr. Allen: That is what I meant.

Ms Ladouceur: --- people might -- you know, in the hallway or -- but they should not be discussed there. So there would not be a formal position. There should not be.

Secondly -- well, I guess it could happen just as it

happens now. You might go to a committee and the committee has a certain position on something and you do not agree with it, and when you get to the full board, the final arbiter is the elector. He is the one who is going to decide whether you are doing a good job down the line. He is the one that you have to answer to. So I think that usually keeps people on the straight and narrow.

I do not think it would be a greater problem then than it is now. I think you run into that type of thing now because -- you can go to a property committee and you -- you feel that, at the property committee you have established your capital expenditure -- the recommendation for the capital expenditure forecast and you have recommended School X and maybe because you are a trustee from another area, you do not want School X but the committee is recommending it anyway and you have to deal with it. So I do not see that it would be any different.

Mr. Allen: So any conflict that would arise in a trustee's position would really be no more difficult than the conflict that already exists for a trustee who represents a diverse sector of the electorate?

Ms Ladouceur: No. I do not think so.

Mr. Allen: No? Okay.

Mr. Chairman, I have one more question I want to ask this Board, and that has to do with the proposal that has been made with regard to the FLAC committees and the grouping of FLAC committees and perhaps French-language sections on regional bases. Now, I know that your Board does not come under the legislation which requires the creation of a FLAC committee.

But simply looking at it from the point of view of a board that has a territory and a jurisdictional responsibility -- how would your Board feel were entities such as the FLAC committees of other boards to be involved in the decision-making of a larger group attached to a French-language section and then bringing recommendations to your board from that group through something like a French-language section? Would you feel that your own responsibilities, jurisdictions were being trespassed upon?

Ms Ladouceur: Well, I must say the Board has never looked at the problem, so I cannot really give you a Board response on that. I am not clear, exactly, what the proposal is. You would have various FLAC committees from other territories, other boards, who would be making recommendation to --?

Mr. Allen: The proposal is that in a natural

grouping of existing jurisdictions which would be more suitable to the French community than to the Anglophone majority, that the FLAC committees be part of an extended -- in effect, it is an extended French-language section of the board that delivers the services for that region.

Ms Ladouceur: I see. For example, in Toronto, in the Metro area, you would have the FLAC committee of Scarborough making recommendations to North York with respect to the French school -- the French high school?

Mr. Allen: They would be part of the French-language section, in effect, and would assist in the whole operation of the -- and advice and decision-making -- respecting the French language program -- the French instructional program.

Ms Ladouceur: Well, FLAC committees have no power, so they would presumably only be making recommendations. I do not see how that could impinge on the board's -- the actual delivering board's authority or power or jurisdiction, because they would only be making recommendations. So that is about as far as I am willing to go right now, because it is not a matter that we have dealt with, or ---

Mr. Allen: No.

Ms Ladouceur: --- that I think we will even have to deal with, but that is how it appears to me now.

Mr. Allen: I just wanted your instinctive reaction, I guess, as a board member with a territorial responsibility -- and how you might feel. That is sufficient.

Thank you very much, Mr. Chairman.

Ms Ladouceur: Thank you.

Mr. Chairman: Mr. Knight.

Mr. Knight: Thank you, Mr. Chairman.

Jocelyne, your board obviously has wrestled with the interim problems of governance, and I am not sure, at this point, having listened to yourself on a couple of occasions and other people before us, as to whether we are talking about a practical governance problem, a philosophical or a political problem as such.

And I wonder if your -- just reversing your hat or putting your other hat on for the moment -- if the Gloucester and Cumberland trustees had looked at the -- what I see as one alternative: the FLAC-type elections to select representation

or advisory representation for the linguistic group which no longer would have the perceived representation, whether they saw that as a solution to the -- or how had you looked at that as an alternative to the problem of the loss of representation?

Ms Ladouceur: The FLAC suggestion? Well, the FLAC suggestion that was discussed -- or was not really discussed but that was tabled to the Board -- is the same one as the second option in the document that I gave you yesterday. And that one -- it is a FLAC-style election but it was not recommending a FLAC committee. It was recommending that the people elected be considered trustees just as the provisions in Bill 75 for Francophones who have no representation are considered trustees until the next election. So that is what the Board had tabled to it, and that is how we saw it.

If you are asking -- I can give you my personal opinion as to what I would feel about a FLAC committee. I would not agree with it because it is consultative. It has no real powers. And I think that was one of the objections that certain trustees had with respect to the one -- the suggestion of PTA or API representatives: they would be consultative. And that was something that did not sit well with certain trustees. Other trustees felt that it would be a sufficient solution.

Mr. Knight: I recognize the difference between your second suggestion yesterday and the first alternative here, inasmuch as one is advisory and the other was a direct election to the board. And as I thought of the areas where there is common jurisdiction, I thought that this particular alternative was one that perhaps -- for that interim period of 22 months -- since we are talking only part of the day-to-day issues that come up at the board may very well serve the purposes that are desired without all of the attendant problems such as the increased size of the board and the costs of an election that would be necessary for the direct election to the board.

And so I wondered -- I had not -- I did not see that as part of your proposal yesterday, so I wanted your comments on how your group within the Board had looked at this. I sense that your opinion is that if there is not that direct legislative input, that it is not advisable from your perspective.

Ms Ladouceur: I think that anything that is advisory is not -- would not satisfy the people who were speaking yesterday -- that I was representing yesterday. I do not feel it would satisfy our ratepayers who made presentations the day before yesterday, either -- for the simple reason that it is not true governance, and this is supposed to deal with governance for the minority language group but it is -- it would not be fair to give less than that to

the majority, even if it is only for a short period of time. So personally, and for the people who were here yesterday, that would not be sufficient. But as I say, there were -- there are trustees of the Board who feel that that type of representation for the interim period would be appropriate. And the reason why the Board has not a clear position on it is because the Board did not come to a clear position on it.

Mr. Knight: Mr. Chairman, if I might -- just following up on that. I imagine it -- the discussions that went on at your Board -- when I see that eight of your members are from Gloucester and Cumberland -- and we had Mr. Connelly here yesterday with a particular proposal -- and three others here that do not -- alternate solutions which do not include either of those other two positions -- I think the political dynamics within your Board must have been very interesting. I have a question for the ---

Ms Ladouceur: They were fascinating.

Mr. Knight: I have a question to the director, if I might -- and that is, to obtain your position, sir, or your thoughts on the practical governance problems of Bill 75 with respect to the interim position. Does your administration sense a practical problem?

Dr. Crossan: Well, actually -- even at this time, without Bill 75 our Board is operating almost as two boards within a board, and perhaps the main link of coming together is through a person like myself. So I would see Bill 75, as it is outlined, as really giving substance, in a legal sense, to what in fact is in many ways happening at our board right now.

Our education committees are operating with a great deal of independence, and I think if you can look at the practical applications of those education committees, at least to my mind, they in fact represent many boards to a great extent. So if you ask me if Bill 75 is going to create practical problems, no, because in fact I feel that in so many ways we are already doing the things that Bill 75 is anticipating.

Mr. Knight: Thank you, Mr. Chairman.

Mr. Chairman: Any other questions?

Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

In respect to educational committees dealing with their own areas, do they have complete jurisdiction in those areas? Or do the recommendations have to go back to the Board and be approved by the Board?

Dr. Crossan: They have to go back to the Board for approval but as is usually the case, there is a good deal of give and take by the trustees in terms of reflecting and respecting the wishes of the various linguistic groups. So to my mind -- and of course I would ask for the Chairman to help me on this one -- but to my mind there has been a great deal of good feeling in terms of trying to put through the general recommendations coming from the committee.

Mr. Davis: But they do not have complete jurisdiction ---

Dr. Crossan: No.

Mr. Davis: --- so if the French section or the English section make a recommendation at the -- and I understand your Board is not evenly split 50-50 either ---

Dr. Crossan: Yes.

Mr. Davis: --- so one group can outvote the other group. That may not happen continually, but the reality of that exists.

Dr. Crossan: Yes. You are right.

Mr. Davis: Okay. Thank you.

Ms Ladouceur: You see, the thing with Bill 75 is that that would not be able to happen once it is passed, because no matter what number of trustees you would have of either linguistic group -- at least for the exclusive areas of jurisdiction, they would have exclusive jurisdiction.

Mr. Davis: Okay.

Mr. Chairman: Any other questions?

Thank you very much.

Ms Ladouceur: Thank you.

Mr. Chairman: Does that complete your appearances at this time?

Ms Ladouceur: This is my final appearance.

Thank you very much, Mr. Chairman.

Mr. Chairman: Thank you very much.

The next presentation is by Marc Godbout. And -- we are having a little trouble, Marc, with the translation into English of the name of your Association. So maybe you can --

or maybe you cannot -- do that for us.

Mr. Godbout: I will try, Mr. Chairman.

Mr. Chairman: I might have tried it as Association of Francophone Supervisory Officers of Ontario, but that may be incorrect.

Mr. Godbout: That is correct, Mr. Chairman.

Mr. Chairman: Thank you very much.

ASSOCIATION DES SURINTENDANTES ET SURINTENDANTS FRANCO-ONTARIENS

M. Godbout: Monsieur le Président, distingués membres du Comité permanent: en premier lieu, l'Association des surintendantes et surintendants franco-ontariens désire remercier le Comité permanent des affaires gouvernementales de lui avoir donné l'occasion de soumettre ce mémoire et offre au Comité des vœux de succès dans l'exécution des importantes tâches qui lui ont été confiées.

J'aimerais, avant de débiter, vous présenter les membres de notre délégation. A ma gauche, le président sortant, monsieur Robert Pilon. A ma droite, Pierre Marcil, notre secrétaire. Et je pense que le président m'a présenté: Marc Godbout, vice-président par intérim -- vice-président plutôt, et président par intérim.

En effet, j'aimerais préciser aux membres du Comité que notre président est toujours en convalescence -- a subi un terrible accident la veille du jour de l'an -- mais je suis certain qu'il est avec nous, dans ces assises, en esprit.

L'étude que nous vous soumettrons du projet de loi 75 n'est certes pas exhaustive. Nous sommes penchés en grande partie sur les implications plutôt administratives de la mise en oeuvre du projet de loi 75. D'autres organismes, j'en suis certain, ont certes touché aux autres questions rattachées au projet de loi ou sont sur le point de le faire.

Avant de débiter et de passer aux recommandations directement reliées aux articles du projet de loi, nous avons pensé qu'il serait peut-être bon de réitérer notre déclaration de principes face à la gestion scolaire en général.

Notre Association a comme but premier de promouvoir l'éducation franco-ontarienne et collaborer avec les organismes concernés en vue de l'épanouissement de la collectivité franco-ontarienne dans les classes et les écoles de langue française autant dans le secteur public que le secteur catholique.

L'objectif fondamental de l'éducation étant de permettre à toutes les étudiantes et tous les étudiants de s'épanouir et de devenir des citoyennes et des citoyens qui assument leurs responsabilités, notre code d'éthique professionnelle demande à chaque membre de favoriser -- et je cite:

"Lorsqu'il ou elle oeuvre à l'intérieur du système des écoles séparées catholiques, l'épanouissement de la communauté et de ses valeurs chrétiennes telles qu'enseignées par le Christ et son Eglise, ou,

"Lorsqu'il ou elle oeuvre à l'intérieur du système des écoles publiques, l'épanouissement de la communauté et des valeurs morales et/ou religieuses telles que préconisées par cette communauté."

Nous croyons, en effet, qu'il est primordial que la mise en oeuvre de la loi sur la gestion par la minorité et pour la minorité se fasse dans des conditions favorisant une éducation en langue française de la plus haute qualité, tout en respectant les droits religieux en vertu de l'article 93 de la Charte canadienne des droits -- de la Constitution canadienne, plutôt.

Vous réaliserez, chers membres du Comité, que notre Association étudie le dossier du projet de loi 75 tout en y apportant les principes fondamentaux contenus dans le projet de loi 30, car en effet nous croyons que chaque projet de loi contient des droits fondamentaux pour la francophonie ontarienne. Ces droits fondamentaux furent clairement définis lors de la décision de la Cour d'appel en juin '84 sur les droits de la minorité en matière de gestion scolaire et lors de la décision de la Cour d'appel en février '86 sur les droits de l'extension et du financement du système des écoles catholiques. Nous croyons que ces deux projets de loi ont des conséquences directes sur le choix qu'auront certaines collectivités francophones à faire sur leur avenir.

Il n'y a donc aucun doute, qu'en ce qui concerne l'éducation, la jeunesse franco-ontarienne se trouve dans une situation très particulière. Ceci relève d'abord du fait que l'étudiant franco-ontarien, tout en étant fidèle à son héritage culturel et linguistique, doit exercer une certaine maîtrise de la langue anglaise pour exercer pleinement son rôle de citoyen d'agent productif dans notre société. Sa situation est toute particulière également dans le fait que, pour la grande majorité des francophones de la province, la foi catholique fait partie d'un héritage qui lui est cher et dont les valeurs constituent une règle de vie. Cette situation est clairement étudiée dans le Volume I de la recherche intitulée Education et besoins des franco-ontariens parainnée par le Conseil de l'éducation franco-ontarienne.

Enfin, dans son ensemble de la province, les francophones sont dans une situation minoritaire. Il apparaît donc comme évident que le partage des élèves de langue française entre des conseils scolaires différents dans une même localité ne peut qu'engendrer une augmentation considérable des coûts des services éducatifs, compromettre la qualité de ces services, ou même leur existence.

De là, l'importance de la coopération entre conseils scolaires d'étudier le concept d'un conseil scolaire de langue française afin de répondre adéquatement aux besoins éducatifs particuliers des francophones de la localité. Le cheminement parcouru par la province en ce qui concerne l'éducation en langue française et religieuse doit continuer d'évoluer en s'améliorant et sans connaître de recul.

L'Association considère comme désirable la création d'un conseil scolaire de langue française, de la prématernelle jusqu'à la fin des études secondaires, selon les modalités contenues dans le document Foucher, tout en maintenant une distinction entre les paliers primaires et secondaires. Ceci permettrait les ajustements budgétaires nécessaires et faciliterait le respect de l'ancienneté et d'avantages obtenus par le personnel enseignant oeuvrant actuellement dans les écoles secondaires publiques. La même considération devrait être accordée aux enseignants provenant d'une école secondaire privée affectée par cette législation.

L'Association des surintendantes et des surintendants franco-ontariens considère que les avantages acquis par ces enseignants devraient être maintenus. Par contre, l'Association reconnaît au secteur d'écoles séparées catholiques le droit d'exiger que les enseignants qui entreront à leur service respectent la nature de l'école catholique.

Il est essentiel que le gouvernement permette à l'intérieur du projet de loi 75, le transfert en bloc des institutions de langue française dont les élèves et le personnel sont en majorité de religion catholique. Ceci pourrait se faire sans préjudice au caractère catholique que devrait assumer l'école et minimiserait les dérangements du personnel et des élèves.

Ainsi, au lieu de suivre les démarches étagées contenues dans le projet de loi 75 que nous acceptons en principe comme mesure intérimaire, nous recommandons la création de conseils scolaires de langue française en 1988, là où la population le permettrait. Aussi bien le faire d'un seul coup et sans tarder, par souci d'efficacité administrative, d'économie sur le plan financier et pour sécuriser le plus tôt possible les enseignants, les étudiants et leurs parents.

L'Association des surintendantes et des surintendants franco-ontariens se soucie de l'éducation en

français de tous les élèves franco-ontariens, y compris ceux qui n'adhèrent pas à l'Eglise catholique. L'Association reconnaît par ailleurs les devoirs du personnel enseignant oeuvrant dans une école catholique et respecte la nature de l'école confessionnelle. L'Association se soucie également du bien-être de ses propres membres et est consciente de certaines appréhensions face à la possibilité de pertes d'emploi. Des dispositions en faveur des enseignants ont été considérées par le premier ministre. Il est souhaitable que le gouvernement évite de léser les agents de supervision qui seront touchés par les changements qui se produiront, et tienne compte de leur sécurité d'emploi.

Je vais maintenant demander au président sortant d'adresser le Comité en fonction des recommandations précises face à certains articles du Bill 75.

M. Pilon: Il me fait plaisir de vous présenter nos recommandations.

Que la création de conseils scolaires de langue française respectant les droits religieux en vertu de l'article 93 et selon les modalités contenues dans le projet de loi Foucher soit possible pour les élections de novembre 1988 dans les régions de la province où cette possibilité existe.

Qu'un comité d'étude, tel que le Comité d'étude pour l'éducation en langue française d'Ottawa-Carleton, soit mandaté par le ministre de l'éducation afin d'étudier la mise en oeuvre de conseils scolaires de langue française dans d'autres régions de la province où cela est possible.

Que le projet de loi 75 favorise le regroupement des francophones par une procédure permettant la rédefinition des frontières scolaires; l'intégration des secteurs catholique et public dans un seul système scolaire d'écoles françaises; et l'élargissement des frontières de conseils scolaires de langue française lorsque cette possibilité existe.

Que le projet de loi 75 précise la troisième étape, c'est-à-dire celle au-delà du premier décembre 1988, pour les régions isolées et les régions avec modification géographique où les francophones sont en nombre suffisant pour la mise en oeuvre de conseils scolaires de langue française, avec les droits religieux acquis et le plein financement.

Que le projet de loi 75 indique que la nomination d'un directeur de l'éducation relève de la compétence générale du conseil de l'éducation dans son ensemble et que cette précision soit insérée à l'article 277 (1) (6).

Que le projet de loi 75 précise le rôle et les fonctions des agents de supervision nommé en vertu de l'article 243 de la Loi de 1974 sur l'éducation -- ici, si vous voulez

corriger, c'est décembre 1980. Nous citons le texte de loi français qui n'a pas été révisé depuis sept ans -- et ce qui a trait à la section linguistique minoritaire du conseil.

Que le projet de loi 75 précise les mécanismes spécifiques afin de solutionner tout litige persistant portant sur l'interprétation de l'article 277 (k) -- et ici vous pouvez regarder les recommandations dans le document Foucher, article 19.

Que le projet de loi 75 précise le mécanisme de négociations salariales ayant trait aux articles 277 (k) (1-4) et 277 (k) (2-4).

Que l'on enlève aux articles 277 (k) (1-3) et 277 (k) (2-3) la phrase qui dit: "à l'exclusion de l'enseignement religieux et des exercices religieux."

Que l'on insère à l'article 277 (k) (1-5): "163 (offre de dispenser et de recevoir des cours de niveau secondaire à l'intention des élèves)". Nous demandons que ça soit inséré parce que présentement il est contenu à 277 (k) (2-5).

Onzièmement, que l'on précise si l'article 277 (k) (4) -- qui permet vraiment au conseil de décider sur les droits exclusifs -- si cette section s'applique aussi à l'article 277 (l) (6).

Que le projet de loi 75 prévoit une représentation de la minorité linguistique qui pourrait choisir de demeurer au conseil d'éducation dans l'éventualité de modifications apportées par le projet de loi 30.

Que le projet de loi 75 prévoit des octrois spéciaux à la minorité linguistique -- qu'elle soit anglaise ou française -- afin de permettre à cette minorité des services éducatifs équivalents à ceux de la majorité tel que le spécifie l'article 23 de la Charte qui confère un droit à des services équivalents.

Finalement, que le projet de loi 75 prévoit des précisions au sujet de la redistribution des impositions excédentaires ou déficitaires.

Et je m'en remet maintenant à monsieur Pierre Marcil de terminer.

M. Marcil: En guise de conclusion, nous aimerions exprimer notre gratitude au Ministre de l'éducation, monsieur Sean Conway, pour l'initiative qu'il a démontrée en formant, au mois de juillet 1985, un groupe composé de représentants du gouvernement et de cinq associations provinciales de langue française, qui a contribué aux délibérations dudit projet de loi.

Nous espérons que l'Association des surintendantes et surintendants franco-ontariens sera invitée à d'autres initiatives de ce genre dans l'avenir.

Nous aimerions souligner aux membres du Comité que notre Association continue à vous offrir ses services en tant que personnes ressources si le groupe composé en juillet 1985 se rencontre à nouveau.

Mr. Vice-Chairman: Thank you very much, gentlemen.

Do we have some questions from the members of the committee? Dr. Allen, first.

M. Allen: Premièrement, messieurs, merci de votre bref et vos opinions au sujet du projet de loi 75.

Nous avons discuté un peu, mais pas trop souvent, la question des mécanismes spécifiques pour -- afin de solutionner les problèmes entre les individus -- les groupements -- dans l'intérieur d'un conseil scolaire sous ce projet de loi. Avez-vous des suggestions pour nous au sujet de l'espèce de mécanisme le plus adéquat pour cet objectif?

M. Godbout: Oui. Je pense que plusieurs possibilités pourraient s'offrir au gouvernement. Je pense qu'il devrait y avoir -- soit premièrement mention du rôle de la Commission des langues d'instruction à ce niveau, ou encore développer ou définir un mécanisme d'arbitrage, ou troisièmement laisser des pouvoirs discrétionnaires au ministre afin qu'il puisse solutionner des solutions de conflit.

Ayant étudié le Bill à fond -- évidemment, quand on en fait lecture -- quand on en fait une étude statique, ces juridictions semblent claires et précises. Mais il y a énormément de ces décisions ou dossiers qui -- ce qu'on appelle -- vont être dans la zone grise -- si je peux employer l'expression. Et effectivement, je pense qu'une de ces trois solutions-là pourrait être examinée.

M. Allen: Merci beaucoup.

Je considère comme vous que c'est nécessaire de faire référence à la Commission -- I am missing the French version of the Commission of Language Instruction -- mais -- et aussi les primautés du ministre pour son jugement dans ce domaine. Aussi comme vous, je pense que c'est nécessaire d'avoir -- on prévoit des octrois spéciaux pour une éducation équitable des franco-ontariens, et ce n'est pas -- il n'y a pas un article dans ce projet de loi qui réfère à ce très très important sujet.

Merci beaucoup.

Mr. Vice-Chairman: Mr. Poirier.

M. Poirier: Merci, monsieur le Président.

Je repassais au travers de vos recommandations et je remarquais que vous faisiez référence au projet Foucher, que vous faisiez référence d'étudier à la possibilité d'étudier la mise en oeuvre de conseils scolaires homogènes de langue française, redéfinition de frontières scolaires, un seul système scolaire d'écoles françaises, et la suite des recommandations se penche sur des modifications que vous souhaiteriez apporter au projet de loi 75.

Ce que je me demande, moi, comme membre de ce comité-ci c'est: quelle serait votre préférence éventuelle? On repart à neuf, ou on repart avec le bagage 75? Si je vous laissais carte blanche demain matin, qu'est-ce que vous voudriez comme l'ultime essentiel s'il n'y avait pas d restrictions quoi que ce soit -- qu'on vous laissait le mandat de l'écrire à la perfection selon vous?

M. Godbout: Bien, je pense que la position de l'Association est claire. Si vous nous laissiez carte blanche, ça serait le conseil scolaire de langue française, avec protection des droits acquis au niveau de la professionnalité.

Maintenant, je pense que c'est -- dans la déclaration de principe, c'est clair que nous ne voulons pas nécessairement rejeter le projet de loi 75, mais nous le voyons plutôt comme une mesure intérimaire conduisant éventuellement en '88 -- ça coïnciderait très bien avec les élections municipales à ce moment-là -- et scolaires -- le conduisant au conseil scolaire homogène de langue française.

M. Poirier: Donc vous -- oh, pardon ---

M. Pilon: Peut-être pour tout simplement renchéirir là-dessus, disons qu'en '69 nous avons connu -- avec la création des conseils et les changements dans les domaines régionaux-- beaucoup de changements; et nous savons que soit le projet de loi 30 ou le projet de loi 75 apportent beaucoup de changements. Et ces deux projets de loi-là ensemble introduisent dans la province possiblement les plus gros changements au niveau de gestion depuis 1969.

Alors si on avait carte blanche, je crois que ça vaudrait vraiment la peine qu'un comité soit formé pour étudier chaque région et de regarder la possibilité de la création de conseils scolaires de langue française avec des droits de religion en vertu de l'article 93.

M. Poirier: Vous qui représentez des surintendants et des surintendantes à l'échelle de la province,

ou du moins des surintendants et surintendantes francophones à l'échelle de la province -- quelle serait votre opinion, selon votre expertise, à savoir cette possibilité de mettre en place vos trois premières recommandations, par exemple: le projet Foucher et/ou conseil scolaire homogène avec droits religieux acquis -- un seul système là. Vous avez expliqué votre premier choix avec carte blanche. Quelle est votre opinion de cette possibilité-là à l'échelle de la province? C'est faisable? Tout de suite? Plus tard? A condition que -- ou quoi?

M. Godbout: Bien, je pense qu'effectivement, nous prévoyons la création d'un comité justement pour regarder les implications à l'échelle de la province. Sauf erreur, on vous a soumis plus tôt dans la présentation du conseil des écoles séparées d'Ottawa une planification qui comprenait cette fameuse troisième étape. Et je pense que -- viser les élections de 1988 serait une possibilité qui, au niveau administratif, ne représenterait pas -- représenterait certaines complications, il n'y a pas de doute. Mais il ne représenterait pas une situation impossible.

Maintenant, à cause de la situation -- des différences régionales -- effectivement ce conseil homogène pourrait prendre différentes -- pourrait prendre différents portraits, si on veut, au niveau de la province. C'est certain que la situation du sud n'est pas celle du nord de la province ou encore de l'est de l'Ontario. Mais je pense qu'il y a un moyen de trouver une structure qui pourrait permettre la gestion complète des écoles francophones dans la province.

M. Pilon: Peut-être que je peux tout simplement rajouter aussi, monsieur Poirier, que si vous regardez le modèle collégial dans la province -- par exemple, si vous allez dans le nord, à Timmins, où vous avez le collège Northern ---

M. Poirier: M'hm.

M. Pilon: --- et dans d'autres régions -- eh bien, il y a la possibilité là de réunir ou d'unir la francophonie -- et même dans des endroits comme le nord et possiblement dans la région de Prescott-Russell aussi de permettre à la minorité anglaise de s'unir, et de cette façon-là de donner à l'élève -- parce que c'est vraiment pour ça que nous sommes là -- à l'élève le meilleur service éducatif possible.

M. Poirier: Oui, alors. Donc cette redéfinition des frontières scolaires-là pourraient s'appliquer également pour la minorité francophone comme dans l'Est, par exemple? Pardon -- la minorité anglophone comme de Prescott-Russell?

M. Godbout: Oui.

M. Poirier: Bon. Merci.

Merci, monsieur le Président.

Mr. Vice-Chairman: Thank you. Mr. Guindon.

M. Guindon: Merci, monsieur le Président.

Bonjour, monsieur Godbout. Je voudrais vous féliciter de votre mémoire, et aussi vous féliciter pour la précision avec laquelle vous avez mis vos recommandations.

J'aurais peut-être une question pour vous demander au sujet de la loi 30 et de la loi 75. Quelle, d'après vous -- ou si vous avez une préférence -- devrait être la première à être acceptée par le gouvernement? Et quelle qui presse le plus?

M. Godbout: D'accord. Je pense que c'est clair, à notre avis, que les deux projets de loi vont de pair. J'hésiterais au niveau de -- spécialement de l'avenir des francophones de la province -- qu'un projet de loi ou l'autre ait précedence. C'est clair que l'esprit également de notre mémoire est dans cette direction. Nous avons étudié le projet de loi 75 en regardant le projet de loi 30. Alors, si vous voulez la situation idéale pour les francophones, ça serait que les deux projets de loi puissent être approuvés d'une façon simultanée -- parce qu'il y a des implications directes entre les deux, spécialement au niveau de certains conseils où les décisions face au parachèvement n'ont pas encore été faites -- du public au séparé.

M. Marcil: Si on peut se permettre d'ajouter -- à un moment donné, dans notre document, nous mentionnons qu'il est essentiel de sécuriser la population -- soit les enseignants, les élèves et également les parents. Alors, d'après nous, il serait primordial de voir -- à introduire les deux d'une façon simultanée, afin d'éviter qu'il y ait doubles changements qui se suivent dans un échéancier à court terme.

M. Guindon: L'autre question que je voudrais demander -- il me semble dans votre mémoire que vous préconisez un conseil scolaire chapeau -- parapluie, si on peut employer le mot. Est-ce que vous pouvez expliquer ça un peu?

M. Pilon: Bien vraiment-là -- nous nous inspirons beaucoup du projet de loi Foucher -- et je crois que madame Jeannine Séguin vous en a parlé il y a quelques jours -- le conseil dans lequel vous avez la composante du secteur catholique et la composante du secteur public. Et en prenant connaissance du modèle Foucher, vous allez voir que ces deux composantes-là sont très bien déterminées, établies. Il y a représentation. Et puis ensuite aussi, vous voyez que chaque groupe a des droits exclusifs, spécialement lorsque vous arrivez dans la région de la religion, par exemple. Eh bien, c'est la composante catholique qui a vraiment cette responsabilité-là. Alors, c'est vraiment en se basant sur le

modèle Foucher que nous avons présenté le conseil scolaire de langue française avec les droits religieux acquis.

M. Godbout: Si je peux préciser, monsieur le Président, ce que Robert vient de dire?

Je pense que notre objectif c'est d'éviter l'émiettement de la population francophone. Et toute décision ou tout choix que le gouvernement forcerait à faire aux francophones, en vertu soit de la langue ou de la religion, est à éviter. C'est pour ça que le projet de loi Foucher offre les deux possibilités mais garde les francophones sous un même toit.

M. Guindon: Merci, monsieur le Président.

Mr. Vice-Chairman: Thank you. Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

Just a couple of questions to clarify, for me. You were mentioning, in Bill 75, section 277 (k) -- you mentioned about a director, and the right of the French-language section to do the recruitment and assignment of teachers, administrative and supervisory personnel. And I am not clear -- are you suggesting that there should be -- within this French-language section -- a director of education for that section? Or are you suggesting that the director of education under which that section operates, be it the separate board or the public board -- has some input into the recommendation of those staff hirings? I did not understand what you were --- ?

Mr. Pilon: Well, basically, if you are referring to recommendation number 5, we are relating that item under 277 (l), which is really under the section 6 which is centralized services. Within the former Bill 28, if you recall, there were some paragraphs indicating the responsibility and the role of director of education, as well as a given point: if you have, within a system, superintendants -- and those that would answer -- let us say we are looking still at Bill 75 -- where the francophone trustees would have a superintendent to assist them and what have you -- well, then, it was clearly identified -- the role of the superintendant vis-à-vis the director.

And it also indicated that the director's role was to the total board as well as the choice of director was a choice by the total trustees, both French and English. And many individuals have talked about the double-majority in the choice of a director. So that once that person has been named, well then he does feel that he has the confidence of both the English and the francophone trustees within that board. So that is why we put it under the section (l), because we did not feel that that would be exclusive but it would be a centralized service.

Mr. Davis: A centralized service. Would you say

negotiations would be a centralized service as well?

Mr. Pilon: Well, we are asking the question because within -- you will realize that within the sections (k) and the sections (l) that we do talk about salaries, benefits and professional development, but at no time do we speak of negotiations. And therefore, does a board have a negotiator who would negotiate for the board -- for, let us say, the total package of teacher salaries -- or would one negotiator negotiate with the French trustees -- French teachers -- another with the English teachers? And then how do you maintain this balance at the board level if one panel were to give a higher salary than the other?

Mr. Davis: What you would prefer, though, would be to -- for the board to do the negotiating for both panels?

Mr. Pilon: Right.

Mr. Davis: Thank you.

Mr. Vice-Chairman: Thank you very much.

Any other questions?

Seeing none, I will wish again to thank you gentlemen for making such a thorough and clear presentation.

Mr. Godbout: Thank you, Mr. Chairman.

Mr. Vice-Chairman: Next we have the French Language Advisory Committee of the Carleton Board of Education. I believe Mr. Vézina is the spokesperson.

Welcome. The floor is yours, gentlemen. If you will also introduce your colleagues?

COMITE CONSULTATIF DE LANGUE FRANCAISE DU CONSEIL D'EDUCATION DE CARLETON

M. Vézina: Monsieur le Président et membres du Comité permanent des affaires gouvernementales, étant nouveaux sur la scène politique scolaire, je me suis enjoint les services d'un politicien scolaire chevronné en la personne de monsieur Aurèle Lalonde. A ma droite, je vous présente monsieur Raymond Jubainville, un éducateur qui est présentement le secrétaire administratif du Comité consultatif de langue française du conseil d'éducation de Carleton.

Monsieur le Président, membres du Comité, au nom du Comité consultatif de langue française du Conseil d'éducation de Carleton, je voudrais d'abord vous remercier de nous offrir cette occasion de vous présenter ce mémoire sur le projet de loi 75, loi modifiant la loi sur l'éducation.

Notre Comité assume, auprès du Conseil d'éducation de Carleton, le rôle que lui confère la Loi sur l'éducation et de ce fait a été élu pour représenter la population francophone desservie par le Conseil d'éducation de Carleton. Depuis l'étude et le rapport subséquent de la Commission Mayo, notre Comité s'est chargé de présenter des soumissions et des réactions aux nombreuses études et positions gouvernementales concernant la gestion scolaire par les francophones.

Tout en insistant que les droits de gestion scolaire des francophones devaient être reconnus dans toute la province, notre Comité a réitéré de façon consistante son appui à l'instauration dans la région d'Ottawa-Carleton d'un conseil scolaire de langue française respectant les droits à une éducation confessionnelle et à une éducation non-confessionnelle. Au cours des dernières années, la promulgation de la Charte des droits et libertés et la décision de juin 1984 de la Cour d'appel de l'Ontario ont confirmé le bien fondé de nos revendications.

Le Comité se réjouit donc que le gouvernement ait l'intention de procéder avec une législation qui reconnaît les droits des franco-ontariens de gérer leurs établissements scolaires.

Néanmoins, le projet de loi 75 ne peut être analysé en isolation et le Comité se doit de tenir compte des événements récents qui influent sur la mise en oeuvre de cette législation dans la région d'Ottawa-Carleton. Nous faisons évidemment référence au projet de loi 30, qui prévoit l'extension du financement aux écoles secondaires des conseils des écoles séparées; Comité Roy qui, suite à un engagement du Ministre de l'éducation, étudie la mise sur pied d'un conseil scolaire de langue française à Ottawa-Carleton en décembre 1988; rapport de la Commission MacDonald qui propose une refonte des structures scolaires à Ottawa-Carleton et de nouvelles formes de gestion et de financement de l'éducation.

Quoiqu'il soit prématuré de juger des intentions du gouvernement à donner suite aux recommandations de la Commission MacDonald, nous réitérons que tout projet de loi garantissant la gestion scolaire aux francophones doit aussi assurer que les ressources financières soient adéquates pour offrir une éducation de qualité aux groupes minoritaires. Cette garantie est d'ailleurs explicite dans la décision de juin 1984 de la Cour d'appel de l'Ontario.

Quant au projet de loi 30, nous nous devons de rappeler à votre Comité que cette législation a et aura un impact marqué sur la population franco-ontarienne vu ses antécédents historiques, ses traditions, ses nombres, sa répartition géographique, et son évolution récente au sein des

systèmes scolaires publics. La formulation finale de cette législation pourrait handicaper une mise en oeuvre efficace du projet de loi 75 dans la province, en dissociant la représentation politique des francophones des conseils qui livreront des services aux élèves francophones.

Enfin, l'engagement gouvernemental à établir un conseil scolaire de langue française dans la région d'Ottawa-Carleton implique que les structures permanentes prévues au projet de loi 75 ne seront pas appliquées dans la région.

Notre position face au projet de loi 75 présume donc que le projet de loi 30 franchira bientôt les étapes législatives malgré ses lacunes et que le gouvernement respectera son engagement de mettre sur pied un conseil scolaire de langue française dans la région. Notre Comité désire renouveler son appui aux mesures proposées dans le projet de loi 75 et félicite le gouvernement de son initiative en ce domaine. Notre comité considère que les mesures intérimaires proposées pour janvier 1987 s'avèrent essentielles pour permettre au conseil scolaire de s'adapter et se préparer adéquatement à la mise en oeuvre des mesures permanentes prévues pour décembre 1988.

Toutefois, puisque la région d'Ottawa-Carleton jouira d'un conseil scolaire de langue française plutôt que d'une section de langue française en décembre 1988, il nous apparaît inapproprié d'effectuer chez nous la restructuration intérimaire telle que proposée. Les mesures temporaires chez nous doivent conduire à un conseil scolaire de langue française et non à une section de langue française.

Nous croyons aussi que la population francophone de la région doit s'adapter à l'impact du projet de loi 30 et se préparer adéquatement à la mise sur pied du conseil de langue française. Une nouvelle restructuration majeure en janvier 1987 pour une très courte période de temps pourrait, tout en s'avérant coûteuse, semer une confusion supplémentaire dans la population et créer des tensions sans apporter, à court terme, de bénéfices concrets supplémentaires.

Toutefois, soyez convaincus que nous considérons important que les droits de gestion des francophones de la région soient reconnus. Nous considérons essentiel que les francophones de la région aient en place les mécanismes de gestion qui leur permettent de s'impliquer et s'engager réellement dans la planification et la mise en oeuvre du conseil scolaire de langue française.

Le Comité consultatif de langue française du conseil d'éducation de Carleton propose donc que le gouvernement donne suite au projet de loi 75 avec quelques amendements:

Le Conseil d'éducation de Carleton soit exempté des mesures intérimaires prévues par le projet de loi 75 en janvier 1987.

Que le Conseil d'éducation de Carleton soit mandaté de maintenir, pour la période de janvier '87 à décembre 1988, son Comité consultatif de langue française déjà élu pour les francophones, mais jouissant des droits et privilèges accrus prévus par le projet de loi 75, et permettant au président de siéger à la table du Conseil, avec pleins pouvoirs d'un membre du Conseil.

Que le Conseil d'éducation de Carleton demeure assujetti aux mesures permanentes prévues par le projet de loi pour décembre 1988. Advenant que la législation soit déposée pour l'instauration d'un conseil scolaire de langue française dans la région, cette législation amenderait automatiquement cette disposition de la loi.

Tout en désirant une pleine reconnaissance des droits de la gestion des francophones, notre Comité considère que de décharger la responsabilité totale sur les épaules de seulement trois personnes place celles-ci devant une tâche insurmontable, particulièrement au cours des deux prochaines années où la planification du conseil scolaire de langue française exigera de ces personnes une implication accrue et une charge supplémentaire.

Par cette proposition, notre Comité désire donc s'assurer que:

Premièrement, que les droits de gestion des francophones soient reconnus dès janvier 1987.

Deuxièmement, que les contribuables de la région ne soient pas assujettis à une restructuration temporaire qui ne conduise pas directement aux structures permanentes.

Troisièmement, que la responsabilité de la gestion francophone soit assurée par plus que trois personnes, particulièrement pour cette période cruciale de transition.

Quatrièmement, la planification du conseil scolaire de langue française s'effectue dans une atmosphère de respect mutuel des droits légitimes de chaque groupe de contribuables, public et séparé.

Nonobstant la position émise plus haut, notre comité désire proposer les modifications suivantes au projet de loi proposé pour ailleurs en province, si le gouvernement ne devait pas leur accorder un conseil homogène de langue française tel que réclamé dans plusieurs mémoires.

Que le nombre de membres au Conseil d'éducation de langue française (FLEC) et à la section de langue française (FLS) soit augmenté selon une échelle graduée en fonction du nombre d'élèves dans les modules de langue française.

Deuxièmement, que les dispositions du projet de loi assurent un financement adéquat aux sections minoritaires.

Troisièmement, que chaque section des conseils ait le droit d'établir des comités de liaison avec les sections d'un autre conseil.

Quatrièmement, que l'article 262 (2) (a) soit modifié de telle sorte que le Comité consultatif de langue française soit effectivement formé de neuf membres et que, dans le cas où le nombre de conseillers admissibles à siéger au Comité soit moins que trois, les postes vacants soient comblés par de nouveaux membres dûment élus de la même façon que les six membres déjà prévus.

Cinquièmement, que les dispositions du projet de loi 75 n'excluent pas la possibilité de représentation par régions à la section de langue minoritaire du Conseil.

Notre Comité désire enfin vous rappeler qu'il est essentiel que le processus d'élection pour les membres du Conseil d'éducation de langue française (FLEC) prévoit un mécanisme clair et structuré d'énumération des électeurs admissibles.

En terminant, notre Comité désire féliciter le gouvernement de donner suite à la décision de juin 1984 de la Cour d'appel de l'Ontario et l'invite à mener à terme les initiatives entreprises, tout en respectant les particularités de la région d'Ottawa-Carleton.

Veuillez, monsieur le Président et membres du Comité, accepter nos remerciements et nos souhaits de succès dans l'élaboration d'une loi qui réponde aux besoins légitimes des francophones en matière de gestion scolaire.

Merci.

Mr. Vice-Chairman: Thank you very much, Mr. Vézina, and your colleagues.

Do we have some questions for the representors?
I guess it must be very clear.

Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

Just a couple of questions -- one question I have

deals with Bill 75, and I would just like you to comment on it as members of a FLAC Committee. Where a board is purchasing the French language from another board, Bill 75 indicates that the Chairman of the FLAC committee should sit on the board that is purchasing it. And I am wondering what impact that that Chairman has on the delivery of the French educational program when it is being provided by another board. And would it not be more appropriate for that Chairman -- first of all, do you think that the FLAC Chairman should sit on the board even though it is purchasing its Francophone education from another board? Or should that Chairman somehow be sitting on the board that is delivering the program? I am having some difficulty understanding what role the Chairman is going to have on the board when it is purchasing the program.

M. Lalonde: Bien, monsieur le Président, je pense que c'est une situation qui ne s'applique pas à Carleton. Monsieur Davis s'en rend compte et il nous pose une question pour ailleurs en province. Je crois que ça ne serait pas la situation chez nous.

Il reste que -- réaction première puisque c'est, semble-t-il, la première fois que ça nous est présenté de cette façon -- il est important qu'il y ait représentation de part et d'autre. Monsieur Davis fait l'allusion au conseil qui reçoit les élèves -- et je pense que là, les francophones doivent avoir une façon de s'exprimer -- comme il est aussi important que le conseil qui achète, permette aux francophones de s'exprimer. Si l'achat se fait, c'est donc que ça vient d'une recommandation, j'imagine, du CCLF du premier conseil. Et à ce moment-là, il serait important qu'à la table du conseil, le président puisse s'exprimer, même si le premier conseil n'offre pas lui-même, dans ses propres classes, les services en langue française.

Mr. Davis: Okay.

Mr. Vice-Chairman: Thank you.

Mr. Allen.

M. Allen: Merci, monsieur le Président.

C'est un plaisir de dire un mot de bienvenue à tous les trois représentants du Comité consultatif du conseil scolaire de Carleton.

Est-ce possible pour vous de décrire pour moi le fonctionnement d'un comité de liaison entre les regroupements des comités consultatifs de plusieurs conseils dans une région? Est-ce qu'il est votre opinion que ce comité, ce regroupement, ce comité de liaison aura seulement des pouvoirs consultatifs, ou est-ce possible d'envisager les pouvoirs de décision et d'avoir ces décisions données directement au conseil scolaire qui a la responsabilité directe pour la provision des services de

l'éducation française?

M. Lalonde: Monsieur le président, je pense que encore là on fait allusion à des situations qui pourraient exister ailleurs en province si on accorde pas à ces régions des conseils de langue française.

Je pense que le comité de liaison ne peut pas avoir plus de pouvoirs que ceux qui délèguent des représentants. Donc, si un comité de liaison est formé des représentants d'un comité consultatif, il est clair que ce comité de liaison ne pourra pas être plus puissant que ceux qui les y ont délégués. Si le comité de liaison est formé de représentants de sections avec pouvoirs exclusifs, il pourrait avoir autant de pouvoirs encore que ceux qui les y ont -- qui ont délégué des représentants à ce comité.

La seule chose c'est que -- je pense que c'est pratique courante que ce sont les conseils scolaires qui prennent les décisions. Et ce fameux comité de liaison, il est là beaucoup plus pour coördonner les efforts que de prendre les décisions. Je ne pense pas que la législation scolaire pourrait prévoir que le comité de liaison aurait des pouvoirs décisionnels.

Ce qui pourrait fort bien se passer sur le plan fonctionnement c'est que, on s'entend à l'intérieur d'un comité de liaison, et chacun des représentants -- que ce soit un ou deux ou trois -- des conseils ou des comités ou des sections qui les délèguent -- soient invités à prendre cette position qui leur est recommandée par le comité de liaison. Je vous donne un exemple. Les quatre conseils scolaires de la région d'Ottawa-Carleton se sont entendus depuis quelques années sur la mise en commun de certains services. Il y avait des délégués de chacun des quatre conseils à ce comité de liaison qu'on s'était formé comme ça. Et ces chaque conseils, par la suite, qui devaient dire, oui, nous acceptons la recommandation. Parfois il y avait de légers amendements; le comité de liaison retournait travailler, et finalement tout le monde s'entendait: voici ce que nous allons appliquer.

Puisque vous me parlez de ces comités de liaison, j'aimerais mentionner ce que nous discussions ici -- c'est que le projet de loi 75 tel qu'il est écrit semble assujettir la création d'un comité de liaison à la décision des conseils scolaires pris dans leur ensemble. Vous aurez remarqué que la recommandation que nous faisons c'est que si les francophones ou les groupes minoritaires à l'intérieur de leur section décident de se donner un comité de liaison, qu'il n'est pas à devoir obtenir l'approbation du conseil scolaire dont ils font partie.

Merci.

M. Allen: Merci, monsieur le Président.

Mr. Vice-Chairman: Thank you.

Any other questions? I think not.

Thank you very much, gentlemen.

The next delegation is the Prescott-Russell County Board of Education -- Mr. Robert Pilon, Director of Education, and I understand three other supporters.

Welcome. We hope that you will feel free to tell us all that you know about this subject.

CONSEIL D'EDUCATION DES COMTES DE PRESCOTT-RUSSELL

M. Perras: Bonjour, mesdames et messieurs du Comité permanent des affaires gouvernementales. Nous désirons, au nom des membres de notre Conseil, vous remercier de l'occasion qui nous est ici donnée, de vous présenter le mémoire du Conseil d'éducation des comtés de Prescott-Russell.

Notre délégation se compose des membres suivants qu'il me fait plaisir de vous présenter. D'abord, monsieur Gilles Myner, conseiller scolaire; madame Roberta Histed, vice-présidente du Conseil ainsi que du Comité élémentaire public; et notre directeur de l'éducation, monsieur Robert Pilon. J.C., c'est pour nous inspirer -- ça nous aide là; et moi-même, Marcel Perras, président du conseil d'éducation de Prescott-Russell.

Nous nous réjouissons de la décision du gouvernement d'apporter des améliorations afin de redresser la situation dans laquelle les franco-ontariens se trouvent depuis fort longtemps -- depuis trop longtemps. Nous avons également noté avec plaisir les gestes posés pour que la région d'Ottawa-Carleton soit dotée d'un conseil scolaire de langue française.

Malheureusement, nous devons constater que le projet de loi 75 ne répond pas aux besoins de notre communauté et nous croyons même qu'il entraînera un sérieux recul par rapport à notre situation actuelle. Il n'y a pas de doute que dans Prescott-Russell, ce projet de loi en plus d'entraver le respect des droits fondamentaux des francophones, confirmera dans un état de minorité, une collectivité qui aspire légitimement à vivre dans des conditions majoritaires dans le plus grand respect des droits de la minorité. Les deux communautés linguistiques doivent bénéficier de chances égales et posséder les instruments essentiels à leur épanouissement. Un conseil scolaire fondé sur une base

linguistique fait partie des instruments vitaux qui découlent de la décision de la Cour d'appel de juin 1984 sur les droits des francophones en matière de gestion scolaire.

Soucieux de répondre aux attentes et aux besoins authentiques et uniques de la population, le Conseil d'éducation de Prescott-Russell adoptait le 9 octobre 1985 la résolution suivante pour répondre à ses besoins -- et je vais vous la lire:

Que le Conseil d'éducation de Prescott-Russell premièrement appuie le concept d'un conseil scolaire de langue française tel que proposé par maître Pierre Foucher comme projet de loi type pour la région numéro un de l'Association française des conseils scolaires de l'Ontario -- mieux connue sous l'AFCSO -- le 13 septembre 1985 et discuté lors du colloque de l'Association française des conseils scolaires de l'Ontario au Mont Ste-Marie les 4, 5 et 6 octobre 1985.

Et deuxièmement -- et celle-là est très importante -- tente de trouver, par tous les moyens disponibles -- et je dis bien tous les moyens disponibles -- une solution équitable, afin d'assurer une éducation de qualité pour les élèves de langue anglaise de Prescott-Russell.

Cet engagement, entériné par les deux conseils scolaires le 17 octobre 1985, établit sans équivoque les principes par lesquels nous entendons nous acquitter de façon responsable de notre mandat d'élus.

Suite à des discussions et à deux présentations d'un porte-parole du bureau régional du Ministère de l'éducation, notre Conseil scolaire a résolu, le 12 mars 1986, de demander au Ministère de retarder l'application de la loi 75 pour les comtés de Prescott-Russell jusqu'à ce que l'on ait la solution appropriée pour la situation unique de Prescott-Russell. Cette position est d'autant plus fermée qu'il nous a été impossible, après de nombreuses questions posées aux autorités compétentes au Ministère de l'éducation, de connaître de façon précise les modalités d'application de la loi 75 chez nous.

M. Myner: La complexité et l'iniquité de la représentativité découlent premièrement de l'application de l'article 57, paragraphe 4 (a) de la loi de l'éducation de 1980 -- et j'aimerais indiquer ici que dans la version anglaise, c'est le paragraphe -- l'article 59, paragraphe 4 (a) du Education Act 1985 -- qui nous dit:

"Les électeurs des écoles publiques de la division scolaire doivent élire un nombre de membres égal au produit, arrondi au nombre entier le plus proche, la fraction un demi étant arrondie au nombre entier supérieur, obtenu en multipliant le nombre de membres à élire aux termes du paragraphe (2) par le rapport qui existe entre l'évaluation résidentielle et agricole rajustée des immeubles imposables

aux fins des écoles publiques dans la division scolaire et l'évaluation résidentielle et agricole rajustée de tous les immeubles imposables dans la divisions scolaire. En aucun cas, le nombre de membres élus aux termes du présent paragraphe ne doit être inférieur à:

Premièrement, six, lorsque le nombre de conseillers scolaires prévus aux termes du paragraphe (2) est de quatorze ou plus.

J'aimerais indiquer que cette portion de la loi s'applique particulièrement à Prescott-Russell et à deux autres endroits en province. C'est une exception qui a été faite en 1968, lors de la refonte de la loi.

Deuxièmement, les dispositions du projet de loi 30 -- qui ont une incidence très marquée dans Prescott-Russell.

Et troisièmement, des dispositions du projet de loi 75.

La juxtaposition de ces trois éléments annule toutes les bonnes intentions du gouvernement à l'endroit de la population de Prescott-Russell. Je pourrai, au besoin, vous donner des divers scénarios sur quels effets ces trois incidences auraient sur la gestion scolaire chez nous.

D'autre part, afin d'aller au delà des déclarations de principe et de traiter concrètement d'un conseil scolaire de langue française, le Conseil d'éducation de Prescott-Russell adoptait, le 30 janvier 1986, une résolution visant à former conjointement avec le Conseil des écoles catholiques de Prescott-Russell un groupe de travail. A l'instar des démarches similaires dans Ottawa Carleton et Stormont Dundas Glengarry, ce groupe de travail doit -- et je cite la résolution: "étudier de façon systématique les modalités de fonctionnement et les implications de la mise en place d'un conseil scolaire de langue française, de la pré-maternelle à la 13ième année."

Sensible à l'apport de la communauté et du rôle qu'elle doit jouer dans la définition de son propre projet de gestion scolaire, le Conseil d'éducation de Prescott-Russell précisait dans sa décision que le groupe de travail doit être composé de conseillers désignés, d'un comité aviseur formé d'administrateurs, d'experts de l'éducation, de membres du Comité consultatif de langue française et, si nécessaire, des intervenants et intervenantes impliqués dans l'éducation tels les élèves, les parents, les contribuables.

C'est donc dans un esprit réaliste et constructif que nous souhaitons la nécessité de prévoir dans la législation la création dans Prescott-Russell d'un conseil scolaire de langue française composé d'un secteur catholique et d'un secteur non-confessionnel. Ces deux droits ont été établis par

les deux décisions de la Cour d'appel de l'Ontario, premièrement en juin 1984 concernant la gestion scolaire, et deuxièmement en février 1986 concernant le parachèvement.

Tout cela nous amène à vous demander de considérer les deux recommandations suivantes:

Premièrement, prévoir un droit de dérogation (opting out) au projet de loi 75 pour Prescott-Russell.

Deuxièmement, adopter une loi spécifique permettant de créer un conseil scolaire de langue française dans Prescott-Russell. Cette loi aurait la primauté sur le projet de loi 75 et serait rédigée selon les modalités prévues dans le modèle Foucher.

Tout ceci résume notre perception d'une réalité fort complexe mais qui est la nôtre.

Madame Histedad vous présentera maintenant le mémoire minoritaire.

Mrs. Histedad: Good afternoon, gentlemen.

I am presenting a minority report on behalf of the six trustees who are elected to the Prescott-Russell Board of Education by the public school ratepayers. The six trustees have exclusive responsibility for managing the five elementary public schools in the counties. They sit as equals with the 12 trustees elected by separate school ratepayers for managing all matters concerning the six secondary public schools in the counties. The six trustees elected by public ratepayers have been and are now English-speaking, while the 12 elected separate ratepayers have been and are now French-speaking. This reflects the linguistic mix in the counties but is not established by legislation.

Perhaps because we are a minority, we applaud the government's efforts, by way of Bill 75, to give genuine power to the official language minority in Ontario school boards. We can see that there will be difficult times as boards struggle with the practical applications of the exclusivity clauses, but we believe the difficulties are not insurmountable.

In the early 1970s, the trustees of the Prescott-Russell Board of Education went through very difficult, sometimes painful, times as they hammered out the exclusivity clauses to govern the elementary section, because the elementary panel -- that is, trustees elected by public school supporters -- made up only one-third of the board and were a minority in language as well as in religious designation.

Those times were trying, but they were productive and constructive because of the good faith of the people

involved. This good faith allowed a commitment towards harmony and understanding that has contributed toward a concomitant attitude in our mixed high schools. Three of our high schools are mixed.

The minority has recognized the right of the majority to have a larger share of the pie, and the majority has recognized its responsibilities to see that the minority was well served.

With the confusion surrounding the implementation of full funding for Catholic schools, particularly as it pertains to one-school communities, which is all we have, the need to maintain a viable public school presence versus a certain degree of parental demand for a stronger religious component at the secondary level is causing uncertainty and apprehension in areas such as Prescott-Russell.

It appears to be the uncertainty as the result of Bill 30 that has produced a cool attitude towards Bill 75 among some trustees of the Prescott-Russell Board of Education. Nevertheless, the trustees of the Board who are elected by public school supporters are not in favour of a delay of the implementation of Bill 75 and cannot support the alternative, which would mean a continuation of a situation where the language group which controls two-thirds of the Board would continue to have a language advisory committee. A French Language Advisory Committee in Prescott-Russell is questionable, in our opinion.

However, some aspects of Bill 75 would sit very strangely in our unusual area, and we feel some sort of exception would have to be made. We particularly draw your attention to the definition of a language instructional unit -- and you have it there as 277 (c) -- and its governance -- which you have as 277 (e).

Our mixed secondary schools have classes in the English language but not as identifiable entities. It would be extremely difficult to separate out the governing costs of these classes. Also, since a survey taken by our Board shows a strong desire on the part of our mixed school communities to maintain the present structure of these schools, we do not want to take it upon ourselves to go against parental desire and force a change. Thus, it would be far from an easy matter to determine how to involve and utilize the services of the English language section at the secondary level; and we foresee a need for a provision in Bill 75 to cover such an unusual situation. We would recommend the addition of a subsection 5 to 277 (k) that would read something like the following -- now, 277 (k) is the section devoted to exclusivity:

Where the Minister recognizes an unusual situation under this section and where the majority of members of the

minority language section and the majority of the other members of the Board are in agreement, the duties of the minority language section may be altered to fit the referred-to unusual situation. Such alteration must receive Ministry approval.

The situation at the elementary level provides another complication. Under the jurisdiction of the Prescott-Russell Board of Education, the six trustees elected by public school supporters currently manage the five elementary schools, all of which have English as the language of instruction. Thus, all the elementary public schools are conducted in the minority language of the Board.

Section 59, subsection 4 (a) of the Education Act 1980 specifies that the minimum number of trustees elected by public school supporters on a board of our size must be six, implying that that number is necessary to administer the public elementary system. According to calculations, the number of trustees that would come onto our Board as the English language section would not equal six. Therefore, we believe there would not be enough of them to administer the elementary schools. Also, we must question any move that would take away from the trustees elected by public school supporters the responsibility for these schools. And here I draw to your attention 277 (f) (1), subsection 2, which refers to the number of board members that would be decreased by a number equal to the number of members of the minority language section.

The possibility exists for the future establishment of elementary public French-language schools in Prescott-Russell, and this must be taken into account when determining the role of an English-language section at the elementary level. It cannot have exclusive elementary responsibility, yet it ought to have an involvement in schools conducted in the English language. We therefore recommend an addition of a sixth clause to 277 (k) which would read somewhat as follows:

"Where the Minister recognizes an unusual situation under this section, the members of the minority language section who are public school supporters may participate fully in determinations at the public elementary level regarding schools conducted in the minority language, but shall not have exclusive jurisdiction thereof."

It is very difficult to fit Prescott-Russell into any legislation governing the rest of the province. It is such a unique area that it almost warrants legislation peculiar to it. We hope that the suggestions we have put forward will be of assistance to the legislators. The only alternative that we can see is to have a special section of the Act that treats Prescott-Russell apart.

Thank you.

Mr. Vice-Chairman: Thank you.

Mr. Poirier.

Mr. Poirier: Thank you, Mr. Chairman.

Merci d'avoir précisé jusqu'à quel point Prescott-Russell peut être unique à l'échelle de l'Ontario. Je regardais, à la page 3 -- en commençant -- j'ai plusieurs questions, mais à la page 3 où votre résolution du 9 octobre 85, que c'était une résolution qui avait été faite par le Conseil d'éducation de Prescott-Russell, mais que vous dites bien que cet engagement-là a été entériné par les deux conseils scolaires le 17 octobre 85. Et par la suite, vous dites aussi que vous aviez fait la recommandation de former conjointement -- à la page 5 -- avec le Conseil des écoles catholiques de Prescott-Russell un groupe de travail.

Sachant le nombre de catholiques et de francophones dans Prescott-Russell, pourriez-vous -- un de vous -- nous éclairer sur la situation qui prévaut en ce moment ou qui prévaudrait dans Prescott-Russell face à vos résolutions, face au groupe de travail, ou quoi?

M. Perras: Si vous permettez, je peux peut-être débiter.

C'est que suite à cette résolution que vous avez en page 3, finalement, les deux conseils semblaient en principe être d'accord sur un conseil de langue française dans Prescott-Russell. Et ce, l'a toujours été jusqu'à tout récemment-là, suite à certaines déclarations. Alors, là, disons qu'il semble que l'autre conseil -- je ne sais pas -- a peut-être pris -- suite à leur rapport qu'ils ont fait hier -- mais disons que -- en autant que je sache, les deux conseils, on était tous d'accord en principe sur un conseil de langue française. Et le groupe de travail -- d'ailleurs, nous autres, on veut -- on a l'intention de le remettre sur pied déjà -- on va en discuter plus longuement le 9 avril -- mais on a déjà des membres de choisis -- tout ça -- puis ça va être mis pied.

Je ne sais pas s'il y en a d'autres qui ont de quoi à rajouter là-dessus. C'est un peu de la manière que je vous -- que je vois la situation.

M. Myner: Si vous le voulez -- concernant justement cette structure. C'est justement la raison pour laquelle nous demandons le droit de dérogation à la loi 75 présentement. Nous avons une somme de travail, quand même, à faire afin de consulter la population sur les besoins de la population.

Jusqu'à présent, depuis deux ans nous avons un comité inter-conseil qui fonctionne. Ce comité inter-conseil a été plus ou moins efficace pour la simple raison: les conflits qui sont présentés entre les dispositions de la loi 30 et les dispositions de la loi 75 en ce qui concerne Prescott-Russell.

Nous avons une situation assez unique: une situation démographique -- et si je peux me permettre -- ces statistiques ont été fournies lors du mémoire concernant la loi 30 au mois de novembre. La situation démographique de Prescott-Russell nous présente une population francophone à 75.9%, selon les statistiques de Statistiques Canada 1981; une population anglophone ou allophone de 24.1%.

Maintenant, lorsqu'on divise cette population-là sur le côté religieux aussi, on s'aperçoit que ça nous donne une structure qui est assez particulière: des francophones catholiques, 72%; les francophones non-catholiques, environ 4% -- 3.8, en fait; les anglophones catholiques, 10.4%; et les anglophones non-catholiques, 13.7%.

Selon la loi de l'éducation présente, il y a deux groupes de la population qui n'ont jamais eu de représentation officielle: les anglophones catholiques, qui n'ont jamais été représentés officiellement sous aucun des deux conseils scolaires; et les francophones non-catholiques, qui eux non plus n'ont jamais eu de représentation sur les -- l'un ou l'autre des conseils scolaires. Alors, c'est une situation très particulière et c'est unique dans la province. L'unicité de Prescott-Russell a été reconnue en 68 en ayant la clause -- la section 57, sous-section 4 de la loi qui a été promulguée à ce moment-là.

Nous nous devons de consulter la population, et nous nous devons d'avoir, de savoir de la part de la législature de l'Ontario quelle est la marque de manoeuvre que nous avons. Qu'est-ce que la province est prête à considérer comme possibilité en ce qui concerne Prescott-Russell? Est-ce que la législature est prête à faire une exception concernant Prescott-Russell? Ou non? Il y a une situation unique à régler.

M. Poirier: M'hm.

M. Myner: Alors il faudra -- c'est sur cette base-là que nous demandons la dérogation à la loi 75 comme nous avons demandé une dérogation à la loi 30 l'automne dernier.

Mrs. Histead: Monsieur Poirier, further to the answers you have received here, I would just like to point out to the members of the Committee that the motion to form the homogeneous board was a motion passed at the board by a two-thirds majority. So you know who did not vote for it.

Also, there is a motion coming before the board, I understand, regarding the makeup of this groupe de travail which proposes that there be six members from our board and six members from the separate board. And the six members from our board would be five Francophone and one Anglophone. In other words, the makeup of the whole committee would be 12 Francophone -- or 12 separate school supporters -- and one Anglophone -- one public school supporter. And this in an area where the Francophone students in the elementary separate schools are about four and a half times the number of the ones in the English public schools. So you can see that the kind of representation that is occurring at the level of the public board of education is something that is being controlled by a two-thirds majority but is not really representative of the population of the counties.

Mr. Poirier: M'h'm. While I am talking with you, Mrs. Histed, I look at the statistics that Mr. Myner gave us with the percentages of the Francophones that are Catholic, non-Catholic; Anglophones that are Catholic, non-Catholic. If you remove all the Francophones and all the Catholics, that gives a total of 86.2 per cent -- if I am not mistaken. That would leave 14 per cent -- or roughly speaking 14 per cent -- of Anglophones and non-Catholics.

What provisions -- and the second part of the resolution of October 9, '85, said would attempt to find by all means possible, an equitable solution to ensure a quality education for the English-language students of Prescott and Russell. Could I have your comments on that please?

Mrs. Histed: Well, the Anglophone trustees on the Board of Education are a little concerned about that motion and about the methods by which achieving this would "déroule", because it appears to us that what is happening is a very condescending and paternalistic approach to the Anglophones. We do not appear to be having much input into this decision that is going to look after us so well. And this is one of the reasons why we would like to see Bill 75 go ahead in our area, because we feel there has to be more of an assurance that the Anglophone voice will be heard in decisions that are going to affect it.

Mr. Poirier: M'h'm. We have had many groups so far come in front of us to speak about the possibility of homogeneous school boards, whether English or French, and I would honestly like your opinion -- I mean, I send this to you: what would you think of a homogeneous school board for Anglophones in either Prescott-Russell or Eastern Ontario or attached to Ottawa-Carleton? Would you have any opinion? Has this been discussed amongst the Anglophones of Prescott-Russell?

Mrs. Histed: Yes, I can -- I have written

something down here because I think it is rather important to put the feelings across of the non-Francophones in Prescott-Russell. They have not demanded separation. They have not demanded English-language entities. And I would say there are three reasons for that.

We have wanted to be true participants in the communities in which we live. Community organizations -- Red Cross, Optimist Club, Cancer Society, et cetera -- require participation by both groups. Our hospital must serve both groups and function with both groups. It just makes sense to us that the secondary school students have opportunities to work and play together.

Second -- am I coming across all right?

Mr. Poirier: Yes.

Mrs. Histead: We are very aware that the resources of the area are limited. It would be very difficult to be able to provide our small numbers of students with a variety of choices -- and expensive to provide even the basics -- unless we put them all together, which would involve long bus rides and no community identification.

And third, we are not segregation-minded people. We believe that we have much to learn from the other language group and much to contribute also. The students that are currently in our mixed schools are very proud of them and very desirous of keeping their structure. There must be something worthy going on.

Mr. Poirier: Okay. Thank you very much.

Monsieur Myner, à la page 4 exactement, quand on a fait l'application de l'article 57 au paragraphe 4 (a) -- vous mentionnez que -- à la fin de la citation -- en aucun cas le nombre de membres élus au terme du présent paragraphe ne doit pas être inférieur à six et les dispositions 2 et 3. Et vous avez mentionné que vous seriez prêt à donner des scénarios.

M. Myner: Oui.

M. Poirier: S'il vous plaît.

M. Myner: Okay. Premièrement, si je peux me permettre, en supplémentaire à une information que madame Histead a donné concernant la résolution -- la deuxième partie de la résolution adoptée l'automne dernier.

M. Poirier: Oui.

M. Myner: C'était le vœu de la communauté -- des représentants -- francophones, séparés, dans le Conseil

d'éducation, de travailler avec la communauté anglophone. Ce n'est pas le vœu de les exclure. C'est le vœu -- si vous voulez -- que eux aussi se prennent en main. Alors, je vais enregistrer à ceci sur la question de la deuxième partie de la résolution.

Maintenant, sur les scénarios possibles: les effets dans Prescott-Russell de la section 57 de la loi et de la loi 30 et de la loi 75 -- j'ai établi trois scénarios que je peux discuter avec vous. Et en prenant -- tout en prenant en considération que -- il y a un certain nombre de questions qu'il nous est impossible de répondre aujourd'hui et qui sera -- ça prendra un certain temps avant que nous puissions y répondre. Je vais les souligner en développant les scénarios.

Premier scénario c'est l'effet si la loi 30 prend force avant le projet de loi 75. Si le projet de loi 30 prend force, le Conseil d'éducation perd sa représentation francophone séparée. Et il restera à ce moment-là seulement six conseillers élus pour s'occuper de l'éducation des élèves au Conseil d'éducation -- et six conseillers élus par les écoles -- les représentants des écoles publiques, qui sont de fait anglophones chez nous. Les conseillers francophones auront le choix de siéger sur un conseil de l'enseignement en langue française, à ce moment-là jusqu'en '88.

Par la suite, qu'est-ce qui va arriver si nous prenons des situations statiques? Selon les statistiques de 1981, nous avons en Prescott-Russell, des anglophones non-catholiques: 78% de la population anglophone non-catholique, et 21% de la population francophone non-catholique, pour un total de 9,230 de population. Si on prend la base de la loi de l'éducation présente, d'un conseil basé sur 14 conseillers, ça nous donnerait 11 conseillers anglophones et trois conseillers francophones. C'est si on prend que tous les francophones non-catholiques s'allient au conseil public -- pour 14 conseillers.

Maintenant, si on prend un deuxième aspect du scénario mais on prend tous les anglophones. Parce que traditionnellement les anglophones catholiques dans Prescott-Russell -- sauf un petit groupe dans une communauté en particulier -- se sont ralliés aux écoles publiques pour leur service. Si on prend tous les anglophones dans Prescott-Russell, ça nous donne une population totale de 12,000 environ -- et les francophones non-catholiques qui se rallieraient aussi au public -- ça nous donne une proportion, toujours sur une base de 14 conseillers parce que ça représente moins de 50,000 de population, 12 conseillers scolaires anglophones, deux conseillers scolaires francophones sur la base de la représentativité, plus un garanti, pour un conseil scolaire de 15 membres.

Maintenant, quelles sont les questions qu'on ne peut pas répondre à ce moment-ci? Premièrement, combien de

francophones qui sont catholiques voudront maintenir les services existants présentement? Ça, on ne le sais pas; on a aucun moyen de le savoir.

Combien d'anglophones -- deuxièmement, c'est combien d'anglophones catholiques qui sont présentement avec les écoles publiques opteront eux pour un système catholique, maintenant qu'ils ont un droit de représentation automatique selon le projet de loi 30? Nous ne pouvons toujours par répondre à cette question.

M. Poirier: Il n'y a pas de données là-dessus?

M. Myner: Il y a aucune donnée -- il n'y a aucune façon de le savoir présentement. C'est la raison -- comme mentionné dans le mémoire -- que le ministère-même -- lorsque la question a été posée au ministère, n'a pas pu répondre sur quels sont les effets, soit du projet de loi 30, soit du projet de loi 75, sur la représentativité scolaire dans Prescott-Russell.

Ça, c'est le premier scénario, si le projet de loi 30 prend force en premier.

Le deuxième scénario, quels sont les effets si le projet de loi 75 passe en premier? Le Conseil d'éducation de Prescott-Russell se voit forcé d'établir un conseil de l'enseignement de langue anglaise, selon les provisions 277 -- je ne me rappelle plus quoi-là.

Quelle sera, à ce moment-là, la composition du conseil? Selon la structure, nous avons au-delà de 50,000 de population, ce sera un conseil basé sur 16 conseillers. Nous aurions, à ce moment-là: 12 conseillers représentant les écoles séparées, selon la base d'évaluation; 4 conseillers publics, selon la base d'évaluation toujours; plus 2 conseillers publics selon la clause 57 (4) (a), qui garantit un minimum de six conseillers publics. A ça, on rajouterait trois conseillers de langue anglaise selon la clause 277 (d) paragraphes 2 et 3 du projet de loi 75 -- qui nous donnerait un conseil scolaire de 21 conseillers, avec 9 conseillers de langue anglaise au total à cause de la situation démographique, versus 12 conseillers de langue française.

Si nous prenons la proportion de la population, je crois qu'il y a un déséquilibre sérieux dans la représentativité à ce moment-là. Si je me fie aux statistiques de 1981, la population anglophone représente 24% de la population; 24% de la population est représenté par neuf conseillers, en fin de compte, de langue anglaise -- versus 12 conseillers de langue française.

Encore là, on ne peut pas présumer de certaines questions -- les deux questions que j'ai posées tantôt. Quels

sont les francophones qui vont vouloir maintenir les services? Quels sont les anglophones qui voudront changer? C'est un dilemme pour nous. Nous avons besoin du temps pour consulter la population.

M. Poirier: M'hm. Et ma dernière question -- j'ai

M. Myner: Le troisième scénario c'est quels sont les effets si on va sur un conseil de langue -- basé sur la langue?

Dans un conseil basé sur la langue -- nous aurions à ce moment-là 14 conseillers, soit sur le conseil de langue anglaise, soit sur le conseil de langue française, parce que chacun des conseils représente moins de 50,000 de population.

M. Poirier: M'hm.

M. Myner: Au conseil de langue française, selon la population scolaire des élèves de l'an dernier -- prenant les inscriptions de l'an dernier -- ça représenterait un total de 9,900 élèves. Donc, 13 conseillers francophones catholiques; un conseiller francophone public auquel, selon les dispositions de 277 (d) de la loi 75, on rajouterait deux conseillers francophones publics; pour un conseil total de 16 conseillers.

Si on prend le conseil de langue anglaise, représentant 2,800 élèves environ -- 2,830 selon les statistiques de l'an dernier -- toujours sur une base de 14 conseillers au total: ça nous donnerait six conseillers de langue anglaise catholiques; huit conseillers de langue anglaise publics; pour un total de 14 conseillers.

La structure basée sur la langue donnerait un avantage: c'est que pour une fois, chez nous, dans Prescott-Russell, les quatre groupes de la population auraient, par législation, une représentation: les anglophones catholiques, les francophones catholiques, les anglophones non-catholiques, et les anglophones catholiques. Les deux groupes qui n'ont jamais été représentés seraient finalement représentés et auraient leur droit de gestion.

Ce que moi je trouve -- et ça c'est très personnel -- on a tous nos billets dans la vie. Mon billet c'est qu'on ne corrige pas une injustice en créant une autre injustice. Comme ils disent en anglais: two wrongs never make a right. Dans Prescott-Russell, nous avons une situation unique. Nous devons être traités de façon unique.

M. Poirier: M'hm. Merci bien.

Ma dernière -- de mes questions pour le moment. Vous avez, au CEPR un CCLF. Est-ce qu'il y a quelqu'un qui peut

représenter -- nous dire où ils se situent, ces deux comités-là, dans le débat?

M. Myner: Le CCLF a été à l'origine de plusieurs des résolutions concernant la création d'un conseil de langue française. Le Comité consultatif de langue française a été à l'origine de la résolution concernant la création du groupe de travail. Le CCLF a été à l'origine d'une résolution concernant l'appui au prolongement du financement selon des modalités qui s'appliqueraient dans la -- sous la base d'un conseil de langue française avec les deux groupements représentés selon le projet de loi Foucher. Le CCLF a démontré son appui. Il y a plusieurs autres résolutions qui ne sont pas encore complètement entérinées par le conseil qui sont de l'origine du CCLF.

M. Perras: Si je peux juste rajouter là-dessus? Je pense que monsieur Myner a touché tous les aspects. Le CCLF pour nous autres c'est un sous-comité. Etant donné que nous autres, les conseillers, on ne peut pas, c'est sûr-- on n'a pas le temps non plus de voir à tout ça. Le CCLF a été utilisé dans le passé et pour -- à titre de comité pour étudier l'aspect francophone de Prescott-Russell. Il a été très utile, et il est encore très utile. D'ailleurs, les résolutions qu'on a eues au conseil ont toujours passées ou ont été pondues, c'est-à-dire, là. Et puis, nous autres, on se faisait un devoir de les amener au conseil et puis de les faire adopter. Mais disons que ça toujours été un groupe de travail pour les affaires francophones. Moi, je l'ai toujours vu comme ça.

Mrs. Histead: I could just respond for the ELAC. They have recently sent a letter to Sean Conway pleading for a committee from the Ministry to come to Prescott-Russell to especially acquaint themselves with the unique situation and the serious problems we are wrestling with.

Mr. Poirier: Good.

Merci. Thank you.

Merci, monsieur le Président.

Mr. Vice-Chairman: Thank you.

Dr. Allen wishes to ask a question. I wish to call attention to the members of the Committee first that our clerk has gone to make sure that we can have an extension till 1:30 for checking out so that we will not get charged for the extra day. But that does not mean that you have to talk for another three-quarters of an hour.

Dr. Allen.

M. Allen: Merci, monsieur le Président.

Comme vous savez, je suis toujours très, très bref dans mes commentaires.

M. le Président: Certainement.

M. Allen: Je veux premièrement donner mes remerciements à vous les représentants de Prescott-Russell pour votre précision de votre situation. C'est vraiment des circonstances uniques avec lesquelles vous luttez un peu. Et pour moi et pour notre parti, nous préférons en général pour vos deux comtés des systèmes basé sur la langue. Mais je connais que c'est une situation très, très complexe.

Premièrement, ma question est, avez-vous une réponse du ministère à votre demande pour dérogation et une retardation à Prescott-Russell? Pas du tout?

M. Myner: Si vous voulez bien -- non, nous n'avons pas de réponse du ministère à notre demande de dérogation, bien que le ministère est très au courant de la situation unique chez nous. Nous sommes assurés de cela.

M. Allen: Oui. Et est-ce que je suis correct que votre -- dans mon impression que votre groupe de travail n'a pas commencé son travail jusqu'ici?

M. Perras: Non. Notre groupe de travail a été formé tout récemment. Il va être rapporté -- c'est-à-dire au conseil -- globalement le neuf de ce mois-ici. Mais c'est-à-dire que suite à ça, le tout va commencer et puis on l'espère de pouvoir -- aller voir le pouls de la population. D'ailleurs, c'est un peu l'idée du groupe de travail.

M. Allen: Est-ce possible, à l'égard des observations de madame Histed -- est-ce possible de faire des autres propositions pour assurer à la minorité dans votre situation plus de représentation? Comme vous avez dit, il y a des groupements dans votre comté qui ont été un peu exclus des processus de la gérance de l'éducation à ce moment. Est-ce possible d'ajuster ces proportions un peu pour les satisfaire?

M. Myner: Si vous le permettez encore -- je semble prendre beaucoup du terrain ici. Je crois que c'est possible. Je suis un éternel optimiste. Je crois qu'il est possible de rallier la population. Et pour ce faire -- comme je l'ai mentionné plus tôt -- nous avons besoin de plus de direction, aussi bien de la part du ministère que de la part de la législature en général -- direction à savoir jusqu'où le ministère et la législature va nous permettre de fonctionner. Quelles sont les structures que le ministère et la législature seront prêts à considérer chez nous, dans Prescott-Russell. Est-ce qu'ils sont prêts à considérer la création d'un conseil scolaire de langue française? Est-ce qu'ils sont prêts à

considérer la représentation -- de garantir la représentation des deux groupes que j'ai mentionnés plus tôt? Parce que présentement, la structure de la loi ne donne aucune possibilité que ça se fasse, à cause de la situation démographique chez nous.

Vous êtes habitués avec les situations électorales -- vous savez comment l'électorat va jouer. Un groupe minoritaire a très peu de chance de présenter un candidat et de le faire élire -- par exemple, chez nous, aux écoles -- à moins que ça soit garanti dans la loi -- nos écoles françaises -- il est très difficile pour quelqu'un -- un francophone non-catholique de se faire élire dans une structure comme ça à cause de la représentation -- la situation démographique. Et la même chose pour un anglophone catholique. Il faut que ça soit consacré par législation.

Il y a diverses modalités, et nous avons besoin de savoir qu'est-ce que la législature va nous permettre? Est-ce que la législature est prête à nous donner le droit de dérogation, le droit, si vous voulez, de se retirer du projet de loi 75 et traiter Prescott-Russell comme un cas unique? Ça a été fait auparavant; ça a été fait dans la loi de l'éducation pour nombre de secteurs en province: Windsor-Essex; la structure scolaire dans la région du Toronto métropolitain; et nombre d'autres endroits. D'ailleurs, le projet de loi 75 cite certains de ces exclusions-là. Nous aimerions être traités équitablement à cette façon-là.

M. Allen: Merci, et merci, monsieur le Président.

Je pense comme notre délégué qu'on a besoin d'une commission immédiate pour les circonstances de Prescott Russell. Merci.

Mr. Vice-Chairman: Thank you.

I think our final member of the Committee wishes to speak. Mr. Hennessy.

Mr. Hennessy: I think that you have presented a very excellent report. I also think that your problems deserve special consideration by the Committee. I see of all the briefs that we have heard that the -- not one is as difficult as this one. And you would have to be a Solomon to come out with the right decision -- and let us hope that we have a few Solomons on this Committee. I will give you my -- I am no Solomon by name, but maybe by intelligence. I thank you for your committee.

Mr. Davis: I should tell you, we asked the Minister to deal with this specifically in the House. They did not respond either.

Mr. Vice-Chairman: Thank you.

I guess maybe we both need to find the secret of getting a response, then, somehow. Perhaps the members on this side could assist.

Mr. Myner: If I may -- one last intervention. There was a suggestion maybe of creating a special commission for Prescott and Russell similar to what -- that commission that has been created in Ottawa-Carleton. I think that would be a very -- my own personal opinion, again -- that would be a very welcome move on the part of the Legislature.

Mr. Vice-Chairman: Thank you.

Thank you all for giving us a very good insight into an extremely difficult and -- I hope -- unique problem, and I hope we do not have 50 others like that. Thank you.

The Committee adjourned at 12:54 p.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT
BILL 75, AN ACT TO AMEND THE EDUCATION ACT
FRIDAY, APRIL 4, 1986
Morning Sitting

CHAIRMAN: McCague, G.R. (Dufferin-Simcoe PC)
VICE-CHAIRMAN: Dean, G.H. (Wentworth PC)
Allen, R. (Hamilton West NDP)
Davis, W.
Pouliot, G (Lake Nipigon NDP)
Guindon, L.B. (Cornwall PC)
Poirier, J. (Prescott-Russell L)
Hennessy, M. (Fort William PC)

Clerk: Deller, D.

Staff: Steele, L., Researcher

Witnesses:

Nipissing District Roman Catholic

Separate School Board:

Mosely-Williams, B., Chairman

Lefebvre, J-G., Superintendent of Schools, French Section

Kirkland Lake District Roman Catholic

Separate School Board:

Larouche, P., Director of Education

O'Connor, M., Vice-Chairman

Sudbury District Roman Catholic

Separate School Board:

Tremblay, Director of Education

MacDonald P., Vice-Chairman

**Comité consultatif de langue française du
conseil d'éducation de Sudbury:**

Paquettes, J-J.

Sault Ste Marie District Roman Catholic

Separate School Board:

Duffy, G., *Trustee*

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Friday, April 4, 1986

The committee commenced at 10:26 a.m. at the Peter Piper Inn, Sudbury, Ontario.

Bill 75, An Act to Amend the Education Act
(Continued)

The Chairman: Could I have your attention, please?

I will not ask for your attention for two minutes.

If the delegation from the Nipissing Roman Catholic Separate School Board could take a chair at the table here, please.

The first presentation this morning was to have been from the French Language Advisory Committee, Sudbury. Is that you?

Mr. Paquettes: Yes, it is. I apologize, Mr. Chairman. I had it in my book at 10:30 and I apologize for the delay. My presentation is oral. I have some -- I could submit it in writing afterwards. I do not expect it to be very lengthy. And I am more than willing to go after these people, if that is what the Committee decides.

Mr. Chairman: Okay. Thank you.

I think we will proceed with those that were scheduled for 10:30, and it is the Nipissing Roman Catholic Separate School Board, Mrs. Betty Mosely-Williams, the chairman. Maybe you would introduce your guest?

NIPISSING DISTRICT ROMAN CATHOLIC SEPARATE
SCHOOL BOARD

Mrs. Mosely-Williams: Thank you, Mr. Chairman. Good morning.

We appreciate the offer to come and make a presentation to the Standing Committee of the Legislature on behalf of the Nipissing Separate School Board. I am the Chairman of the Board, and Mr. Jean-Guy Lefebvre is the Superintendent of schools in the French section.

We will -- I will speak very briefly as an introduction, and then Jean-Guy will talk about -- just highlight a few of the basic principles. And then we would be willing to answer any questions that you might have.

Mr. Chairman, our Board, the Nipissing District Roman Catholic Separate School Board, does welcome this opportunity to present its views on the proposed amendment to the Education Act, Bill 75, outlined by the Honourable Sean Conway, the Minister of Education, in the Legislative Assembly on December 12, 1985.

We are most pleased that the Minister of Education recognizes the needs, aspirations and expectations of minority language parents and students in Ontario. We, as a Board, have stated strongly our endorsement of the concept of linguistic governance of students. I think that should be schools -- excuse me. I do not think you govern students.

The proposed legislation is a logical response not only to the requirements of the Francophone minorities in Ontario, but also of the Anglophone minorities where they exist. We too are confident that the proposed legislation provides solutions that are sensitive to both regional diversity and local situations. This legislation, we feel, is positive but very long overdue.

Thank you, Mr. Chairman. Jean-Guy?

Mr. Lefebvre: Mr. Chairman, we have provided you with copies of the -- our report, and we do not intend to go through all that -- to read it to you. I intend to touch at two sections: sections -- basically section B, part 1; and part 7. And I am willing to answer questions in either English or French.

I did not -- I am not the author of this report. I am trying to convey to you, however, the feelings that are in there -- in these points.

I will read the first part, on page 2, section B, number 1, the concept of governance:

While we fully appreciate and support the provisions of Bill 75 as an opportunity to provide reassurance, stability and equal opportunity for both linguistic groups within RCSS boards, whose mission is quite distinctive from that of non-denominational boards, we respectfully request that Bill 75 continue to be envisaged in the context of Bill 30 and as a complement to it, rather than an instrument to facilitate the creation of 'umbrella boards'.

The Nipissing District RCSS Board finds totally unacceptable the umbrella board concept proposed by some

groups. Not only is this concept contrary to the intent of the June 12th, '84, announcement on Education Policy, it also contravenes the rights and guarantees afforded Roman Catholics through the BNA Act as well as through the Constitution.

The three panel and/or board concept would lead to fragmentation of the Catholic community. This concept tends to confuse the issues of governance, extension and completion of the Catholic education system. We suggest that the two boards, as referred to in Bill 30, will offer an honest competition and viable alternatives to the ratepayers of this province by keeping expenditures at a reasonable level. The umbrella board concept could encourage excessive expenditures due to the absence of competition. Governance along with Bill 30 will ensure quality education while enhancing the system of publicly-funded education in this province.

And now I will go to page 5, article 7; and, Mr. Chairman, I will read it as it is here, if I may.

French-language secondary schools: A difficult situation will develop in the light of Bill 75 where block transfers of French-language secondary schools from boards of education to RCSS Boards have not occurred as of January 1987. Non-denominational French-language secondary schools are already somewhat of an artificial construct inasmuch as they are not part of a JK to 13 continuum, but rather as an addendum or an add-on to Boards of Education from Grade 9 to 13. The vast majority of these students attended the French-language RCSS schools and had to cross over to board of education French-language secondary schools in order to maintain their language and culture, but without the Catholic education dimension.

It is obvious that a JK-13 French-language continuum within RCSS boards provides a logical completion to studies from JK to 8 within these systems. However, where boards of education have been reluctant to acquiesce to this normal completion pattern which respects language, culture and religion, utter confusion may reign as of January 1987. Notwithstanding the question of support, which board will be responsible for these students through a Language Education Council? Will this encourage current separate school supporters with no children at the elementary level to change their support? Will they be pressured into doing so? What about parents with children in French-language schools at both levels who are currently paying elementary separate and secondary public school taxes?

These are all sensitive issues which ought to be carefully addressed through legislation. We sincerely hope that such legislation will not only enable but facilitate the completion of French-language education from JK to Grade 13

as a normal continuum within the RCSS boards, with an implementation date of January 1987.

I thank you, Mr. Chairman.

Mr. Chairman: Thank you.

Are there any questions? Dr. Allen.

Mr. Allen: Mr. Chairman, I want first of all to thank the Nipissing Roman Catholic Separate Board for coming forward this morning and making a presentation to us. I guess we have been a little surprised that some other boards in the area have not come and told us what their feelings are with respect to this bill, and that leaves us a little bit in the dark and wondering what the reasons are, with nothing much to go on at this point in time. So we doubly appreciate your presentation in that light.

Your emphasis in both of the two parts of the brief that you did read to us -- and I have not looked at the rest of it -- is on the issue of whether it is necessary, either educationally on the one hand, or possibly constitutionally, to deliver French-language education under a French-language homogeneous board, as distinct from offering it through the separate system as it presently exists. And I wonder, therefore, first of all, whether you have read and considered the argument in the Foucher Report, which investigated and laid out both the background context and the contents -- legislative contents -- of a French-language board structure? Could I have some sense as to whether you have considered that document or not at this point?

Mr. Lefebvre: The only answer that I could offer to that was that I am sure that that has been considered in the composition of this report here. However, I think there is a further thought that has to come out of this, and that is the homogeneous board do not answer to the Catholic dimension as we have stated in here.

Mr. Allen: I think that the point that I wanted to make was that the Foucher Report makes a number of points that I think are certainly worth considering. One is -- and if I quote from it -- "However, the majority of judges of the highest court in the land concluded that the rights conferred by Section 93 -- that would be in Ontario in the separate school system -- are guaranteed not to institutions but to persons."

The significance of that, I think, is quite obvious: that is, that it is the Catholic community at large that may make its own disposition as to how it wishes to have Catholic education dispensed, and that therefore the notion of a French-language board is not necessarily an offence to the Constitution if it in point of fact delivers the equivalent of

separate school education of the past in Ontario to its French students, and that therefore the -- and that indeed in some areas there would be very little change inasmuch as the population would be so little changed, and the electoral base would be so little changed, the trustees perhaps often would be very little changed, and that therefore you would have very little alteration in the delivery of separate and Catholic education through that board. Or, failing that, if it were a situation like Toronto or Ottawa, you might have two panels, but the one panel would deliver separate education in very much the same way as it has been in the past, and therefore it would be no offence to the Constitution.

So that when you say that a French-language board would not be constitutional, I would have to submit to you that the highest court of the land has in point of fact argued that it might well be, and that the Foucher Report is grounded upon that proposition. And that is why I asked you how far you had taken into consideration the Foucher Report in coming to your conclusions. That is a statement on my part, to try to get out before us what is the argument that is being developed on the other side. And I wondered if you had any further comment on that?

Mr. Lefebvre: Yes, I have, Mr. Chairman.

The comment is this: that we are responding to the desire of Roman Catholics who want their children's education in the Roman Catholic system. Therefore, we are not responding to your definition of what the Constitution has granted to institutions.

Mr. Allen: Mr. Chairman, with respect -- it was not my definition. It was the Supreme Court of Canada's definition.

Mr. Lefebvre: I believe it was also your interpretation, Mr. Chairman.

Mr. Allen: Thank you, Mr. Chairman.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

If there is an en bloc transfer of the Francophones to the Roman Catholic separate boards, how do you propose to deal with those students who are not Catholic and would -- and whose parents would not want them to be within the separate school system? How will you deal with that issue? How will you look after their concerns?

Mr. Lefebvre: Mr. Chairman, that has been a concern of the French Language Education Committee and the

FLAC Committee since the very beginning, as we have started to discuss this issue. We think -- and we have indicated precisely in all our presentations to all the Commissions and all those who are interested in finding out what we thought -- that we think that we can offer, within the Roman Catholic school system, education to those French-language students who wish to enrol there but who do not wish to participate in religious education credits or activities.

Mr. Davis: Okay. Now, my problem is this one: As we debated Bill 30 across this province, the various separate school delegations who came before us stated that the essence of their school was the Catholicity -- the ethos was their Catholicity -- which prevaded all aspects of their educational system. In other words, even if you remove religious education from a curriculum guideline, the youngster who went there would still be exposed to that which is called Catholicity.

Let us just assume for a moment that I am a Francophone parent and I want my child to go -- and it is an en bloc transfer -- how now do you relate to me?

Mr. Lefebvre: Your assumption is correct, sir.

Mr. Davis: I know it is correct.

Mr. Lefebvre: Well, if you know, then it is not an assumption. So let us determine first of all that certainly a Roman Catholic separate school system -- if it is to be a Roman Catholic separate school system -- must permeate through all its courses the fact that it is.

However, I think you will have to agree that many of the basic tenets or practices of the Roman Catholic Church are not only or strictly tenets of the Roman Catholic Church but are universal in all religions. Therefore, I see no difficulty for any children of any religion in participation in an education system that calls itself Roman Catholic.

Mr. Davis: What would happen in Sudbury if we created a homogeneous panel in which the Francophone community was responsible for their own educational system and within that one -- I just want to pick up on Mr. Allen's -- and within that homogeneous board, there would be a sector of it which would deliver a francophone education within the context of the separate school and one within the public school?

Mr. Lefebvre: I think, Mr. Chairman, I could answer by saying, I guess the question should be asked from the people of Sudbury. But I will not; I do not think that is an honest answer, sir.

What would happen? I guess what would happen in

a homogeneous board is what is happening now in the public school system. It has not given itself the goal of providing a Roman Catholic education, so there would be no difference in the two systems except for religion or language.

Mr. Davis: That is not my understanding of a homogeneous school board, in the respect of some of the models that have been given to us -- and the one model would be that that homogeneous francophone board would have two divisions in it. One would be a separate school panel; one would be a public school panel, and that the students who would be registered in the separate school panel would have the same kind of ethos pervading their classrooms and their jurisdictions as you would find in the separate school.

Mr. Lefebvre: Mr. Chairman, my only answer is, sir, that is your understanding.

Mr. Davis: Thank you, Mr. Chairman.

Mr. Chairman: Any questions?

Mr. Lefebvre: I would welcome questions in French, Mr. Chairman, if it is possible or convenient.

Mr. Chairman: Mr. Pouliot.

M. Pouliot: Merci, monsieur le Président.

Vous allez me permettre de faire écho aux sentiments qui ont été -- qui vous ont été offerts par mon collègue, monsieur Allen.

Maintenant, il y a quelque chose. Vous allez bien me comprendre là -- on va faire ça facilement ensemble, si vous me permettez -- c'est que dans vos propositions dans le mémoire que vous soumettez -- si vous m'écoutez -- on va faire ça ensemble -- c'est que vous suggérez que l'on altère, que l'on change ce que nous -- c'est-à-dire ce que le gouvernement -- avait proposé comme langue française -- à chaque fois qu'on arrive à la langue française, bien on substitue par "langue minoritaire".

Je voudrais attirer votre attention sur les amendements dont vous parlez: "nous proposons . . ." et cétéra, et cétéra. J'en suis à la page -- à partir de la page 6, si vous me suivez -- encore mieux, la page 5. Vous commencez, sous l'article 2 -- 259 (2) Comité consultatif de langue minoritaire. Et puis ensuite de ça, cette philosophie, ce style, cette méthode, cette approche. Et on suit jusqu'à la fin du texte en ce qui concerne les propositions.

Je vous demande simplement, en conséquence, est-ce que vous cherchez à détacher le fait français pour servir

la philosophie du projet de loi 30?

M. Lefebvre: Monsieur le Président, je crois que la réponse à cette question -- je pense que la réponse à cette question est à la page numéro 3, à l'article 2, qui indique que ce mémoire s'intéresse aux deux groupes minoritaires. Je crois que ça répond, peut-être partiellement, ça répond certainement à votre question.

M. Pouliot: Vous êtes conservateur dans vos réponses, mais je vous remercie.

Thank you, Mr. Chairman.

M. Lefebvre: Des fois, monsieur le Président, c'est utile d'être conservateur dans ses réponses.

Mr. Chairman: Anyone else have a question?

Mr. Guindon.

M. Guindon: Merci, monsieur le Président.

Monsieur Lefebvre, en ce qui concerne les enseignants du secondaire sous votre plan, qu'est-ce que vous entendez faire avec eux? Si vous voulez élaborer, s'il vous plaît?

M. Lefebvre: Monsieur le Président, je crois que dans toutes nos présentations qui ont été préparées depuis l'annonce du 12 juin, nous avons toujours indiqué que le transfert en bloc devrait ou devra offrir aux enseignants les mêmes garanties qu'ils ont présentement.

M. Guindon: Maintenant, je ne suis pas trop au courant de Sudbury, mais je vais vous dire, à Cornwall l'école secondaire française a présentement au système -- au Board of Ed -- plusieurs -- si je peux employer le terme -- des cérémonies religieuses qui vont avec l'Eglise Catholique. Et puis je me demandais si un système de même au secondaire -- est-ce que ça ferait votre affaire ou si vous aimeriez mieux en bloc complètement?

M. Lefebvre: Monsieur le Président, je ne crois pas que je saisisse entièrement toute l'ampleur de la question. Je peux essayer de répondre comme elle est là la question, mais j'ai l'impression que la réponse ne sera pas claire.

M. Guindon: Comme c'est là, au système public -- au moins à une école secondaire -- il y a présentement dans cette école, pour les francophones, des cérémonies religieuses -- soit la cérémonie des cendres ou même des messes -- que les étudiants vont et participent. Et c'est un système public. Est-ce que ça ne serait pas assez satisfaisant pour les

francophones, dans un système public d'avoir accès à ces services religieux? Ou si il faudrait absolument qu'ils aient des cours en religion pour satisfaire à votre théorie?

M. Lefebvre: Monsieur le Président, je comprends la question maintenant et je suis prêt à y répondre.

Nous croyons, monsieur le Président, comme nous l'avons indiqué totalement et souvent, et comme vos collègues l'ont indiqué aussi, l'école catholique n'est pas une question exclusivement de cérémonies ou d'accidents. Nous croyons fermement que pour pouvoir enseigner dans une école catholique ce que nous croyons devoir enseigner, nous devons assurer un programme entier -- c'est-à-dire du personnel, des programmes et tout ce qui en découle. Ce n'est pas une cérémonie de temps à autre qui donnera un système ce que nous voulons pour l'aspect catholique.

M. Guindon: Une dernière question, monsieur le Président.

Est-ce que vous croyez qu'en Ontario le système des écoles séparées peut garantir aux francophones les services -- et là je dis partout, pas juste à Sudbury -- garantit que les francophones ne soient pas assimilés dans le système d'éducation?

M. Lefebvre: La réponse que je pourrais vous offrir, ça serait un simple "Oui". Cependant, je crois que je dois dire ceci: nous ne pouvons pas garantir ceci plus que n'importe quelle autre garantie qu'on pourra offrir à un moment donné à cause de les demandes, les exigences de la population, puis le temps, puis tout ce qu'on veut.

M. Guindon: Merci, monsieur le Président.

Mr. Chairman: You are very quiet today, Jean.

Mr. Poirier: The questions I was going to ask have been answered, Mr. Chairman.

Mr. Chairman: Doctor Allen.

Mr. Allen: If I could just stretch the argument a little further with regard to umbrella boards. What Bill 75 suggests is the creation in point of fact in a number of boards around the province, where there are sufficient numbers of Francophone students -- indeed any -- that are being given appropriate education -- that there be created two panels on those boards.

And what I am wondering is whether you have the same problem with the boards structured around linguistic panels as you seem to have around the structuring of boards

into religious panels -- with a separate panel and a public panel -- in structural or even constitutional terms.

Mr. Lefebvre: Mr. Chairman, before I answer that question, I would like to have more elaboration so I can understand fully what the intent of the question is.

Mr. Allen: You have set up the problem of the umbrella board which would have two separate panels within it and therefore presumably would have administrative and other problems of one kind or another that would be -- in your sense, dilute the delivery of education. And you have, for a reason -- that I do not entirely understand, have argued that the -- it is impossible to deliver two different kinds of education or deliver two educational options that have a slightly different ethos through that mechanism, and therefore that the Catholic education delivered through that kind of a board would be diluted, inadequate, unsatisfactory, as far as you are concerned, and also offends the Constitution.

Now, what I am saying to you is that Bill 75 proposes in effect a similar kind of board structure because it creates two language panels. And again, the question has to be asked whether some of the same consequences follow, both in terms of administrative conflict and in terms of the dilution of the offering of adequate language education for either the French or the English sides of those operations. Because it seems to me that if you state the argument on the one side, you presumably have to accept it on the other. And then on top of that, I wondered whether there was a constitutional problem that you had with respect to Bill 75 that paralleled the other one that you raised?

Mr. Lefebvre: Mr. Chairman, Roman Catholic schools have, in my opinion, been able to live with the conflict that you allude to and lived with it successfully, and I would assume that we can do that also at the secondary school level. Secondly, I believe that across the province we are well aware of the difficulties -- unnecessary difficulties -- that the FLAC Committees have met in situations such as Sturgeon Falls, Penetang, Windsor and Mattawa. And I think that answers the question, sir.

Mr. Allen: Well, with respect, Mr. Chairman, it is a pretty terse answer. I am not sure that it tells the whole Committee what you are trying to tell us by -- in a very brief response. Would you mind elaborating for the Committee what you do mean by that?

Mr. Lefebvre: Mr. Chairman, I do suggest that my answer is complete.

Mr. Allen: Thank you.

Mr. Chairman: Any other questions?

Thank you very much.

Mr. Lefebvre: Thank you very much, Mr. Chairman.

Mr. Chairman: Well, Dr. Allen thinks your answer was pretty short, but I think you were not going to get yourself in any trouble, were you?

Mr. Chairman: The next presentation is from the Kirkland Lake District Roman Catholic Separate School Board: Mr. Larouche, who is a Director of Education, and Mary O'Connor, who is Vice-Chairman of the Board. Is that correct?

Please proceed when you are ready.

KIRKLAND LAKE DISTRICT ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Ms O'Connor: Mr. Chairman, the Kirkland Lake District RCSS Board is pleased to be able to make this presentation today to the Standing Committee on General Government. The government Bill 75, an Act to Amend the Education Act, is an important one for our board, and we welcome this opportunity to address its implications at our level.

Essentially, the Kirkland Lake RCSS Board supports the guiding principle of Bill 75. Namely, we feel that minority language groups should have the right to control education on behalf of their children. In support of this principle, we agree with the submission made by OSSTA and the Ontario Catholic Supervisory Officers' Association. We feel it is essential that the proposed bill recognize that the law must deal with minority language rights in education in areas where English is the minority as well as where French is the minority. In our jurisdiction, French is the majority.

To give you some background, our board has eight trustees, three of whom are anglophones. We have eight schools, three of which are English-language schools. There are about 750 children in the French schools and 650 in the English schools.

Bill 75 would require our Board to establish an English Language Education Council under part 11B of the Act. We would not have to name additional members in order to establish a proper English Language Education Council.

It must be stated to date, Mr. Chairman ---

Mr. Chairman: Excuse me, just a moment. We are translating what you are saying, and you are going a little

quickly.

Ms O'Connor: Okay, thank you.

It must be stated that our board has experienced few difficulties in ensuring equality of educational opportunity for the linguistic groups in our Catholic system. Indeed, having first to identify which of our trustees belong to which linguistic group was a new experience for us. We just rarely think of dividing our board on our system along linguistic lines, and we actually had to stop and use names and count on two hands -- and that is the way it has been for many, many years.

We would encourage the government to bring about this change in education in such a way that local autonomy is ensured. The law should allow for flexibility on the parts of boards such that its application can, with the consent of both linguistic groups, be modified to suit the local circumstances. We feel that Section 227 (k) (2) and (4) is a step in that direction.

We recognize and we trust that the government will recognize as well that Bill 75 must be enacted with a view towards the passage of Bill 30 later in this session of the Legislature. You are also aware, we are sure, of the need to consider appropriate levels of financing adequate to at least maintain the quality of our educational system.

Power to govern minority-language education must be accompanied by effective legal control of the education of our children in a Catholic separate school system from Junior Kindergarten to Ontario Academic Credits in English and in French. Such education is only possible if it is funded fairly. At this time, our educational system ends at Grade 8. We trust that the importance of Catholic education in English and French to the end of high school will be emphasized by the passage of Bill 75.

The Board recognizes that the matters of enumeration and of property tax assessment for school purposes may be significantly complicated by the passage of Bill 75. The simple matter of determining voter qualifications is one which requires the training of highly-disciplined enumerators. We have not always been satisfied that such training has been provided.

The need for bilingual enumerators should increase with the passage of Bill 75. We have in our jurisdiction several voters who are unilingual Francophones. We sincerely hope that Bill 75 will ensure that their democratic right to express their choice will be guaranteed as a result of the passage of Bill 75. An effective enumeration process must result if this guarantee is to be provided.

Bill 75 seeks to provide a better education system for children. On behalf of our children, the Kirkland Lake District RCSS Board has some questions which we feel are not answered by Bill 75. We would ask you to consider providing answers either in the Act itself or in the Regulation.

The first question is: How does a Board identify a resident French-language student? Although Section 23 of the Canadian Charter of Rights and Freedoms, "Minority Language Educational Rights", is in effect, its mechanics as related to our identifying children as French are not clear. It is respectfully suggested that Section 258 (1) (c) of the Education Act be further modified to specify the identification of minority-language pupils in Ontario schools.

A suggested wording is as follows: "minority language person" means a child of a parent -- first, whose first language learned and still understood is that of the English or French linguistic minority population of the board area in which they reside. Or second, who has received elementary school instruction in Canada in English or French and reside in a board area where the language in which he or she received that instruction is the language of the English or French minority of the board area. Or three, who has previously enrolled his or her older children in primary or secondary units of instruction in the minority language section of a board. All such children have the right to receive their primary and secondary school instruction in the same minority language.

As further protection of children, the Kirkland Lake RCSS Board respectfully suggests that the question of children from the same family in different linguistic instructional units be addressed in Bill 75. Do parents have the right to enrol their children in more than one section of a board or boards? If they have this right, it is suggested that the legislation should so specify and should address the matter of division of assessment for school purposes, as well as the right to proper enumeration for voting purposes.

The Kirkland District RCSS Board recognizes that despite all goodwill, there may arise situations between sections of a Board which are very difficult to resolve. As we are sure the Committee can appreciate, these issues can become very emotional, and the goal of rational resolution of the issues can become lost. Perhaps through the intervention of a third party, a mutually acceptable solution can be found. Therefore, the Kirkland Lake District RCSS Board requests that the Committee suggest an amendment to Bill 75 which would allow for some form of mediation between sections of a board, where the matter in dispute is mutually agreed upon as requiring resolution. No board would appreciate being in a situation of virtual impasse without some hope of a solution, even if a third party is required.

Mr. Chairperson, the Kirkland Lake District RCSS Board reiterates its support in general of the principles enunciated in Bill 75. We are most pleased at the initiative of the Government of Ontario in bringing forth this proposed legislation. The Government of Ontario should rest assured that the Kirkland Lake District RCSS Board is prepared to implement Bill 75 in its schools.

We trust that our presentation today has given you some of the ideas how we feel the legislation can be improved to better address the needs of our ratepayers and their children.

Mr. Poirier: The poor translator. You just shot that out at 100 miles an hour.

Ms O'Connor: That is about as fast as we drove here this morning. We have not unwound yet.

Mr. Chairman: Thank you very much.

Are there any questions? Dr. Allen.

Mr. Allen: Thank you very much for your presentation. It is always good to receive a brief that actually gets down to suggesting real wording for the solutions of problems. We are delighted, I think, to see that you have taken a stab at defining who the French resident pupils might well be as defined in the Bill. I think the way you have put it may get us around some of the problems that otherwise may exist in the Bill with regard to whether the meaning intends French immersion students -- who were essentially second language.

But I wanted to ask you whether the -- in terms of mediation -- the point that you make has been made in some other briefs, but no one has proposed a method. I wonder if I might read to you the proposal in the Foucher Report and see whether it meets your needs as a mediating device and a conciliation device.

It says: "Any persistent dispute concerning the interpretation of the list of common items (and this is just with common items but it could apply to any other matter in dispute) shall be referred to the Minister by one of the school trustees and be referred to the Languages of Instruction Commission. The Commission shall consult the parties to the dispute and shall hear the witnesses it considers necessary. The hearings, testimonies and communications shall take place in French (now, that need not follow, but ---). Three, the Commission shall render a decision on the disputed issue within 10 days following the receipt of an application. And four, the decision of the Minister is final in all cases."

Is that the sort of mechanism you have in mind,

that ---

Ms O'Connor: I would think that could work. We were thinking of a person, but I am sure the Language Commission could work. In the smaller communities in Northern Ontario, sometimes it seems -- might, to people in a larger centre, be a minor issue that would upset people, but it can fester and fester and explode and turn next-door neighbour and family against family, especially where the two language groups are really delineated -- as they will be under Bill 75. So we would hope that there would be some method of having somebody come and help beforehand. And I think smaller boards perhaps are a little bit more willing to call someone in for help because we always have to do that.

Mr. Allen: Is there a mechanism or a usual means that you use currently ---

Ms O'Connor: Never had the problem.

Mr. Allen: Oh. I see.

Ms O'Connor: Never had the problem, no.

Mr. Allen: Happy is the Board!

Ms O'Connor: We are! Very!

Mr. Allen: Thank you, Mr. Chairman.

Mr. Chairman: Any other questions?

It must be the end of the week. They are all very quiet.

Mr. Dean: That was a very clear presentation.

Mr. Chairman: It is a very clear presentation, without a doubt.

Have you anything to say, Mr. Hennessy, for the record?

Mr. Hennessy: No.

Mr. Chairman: Dr. Allen.

Mr. Allen: Mr. Chairman, admittedly the question is not before the Committee at the moment, and certainly in one sense is not before you, and that is the question of the relationship of this bill to the French Language Board structure question. And I wondered whether your Board had had an opportunity to examine the Foucher Report and had any reflections upon it and the model it provides and how, if it

were implemented, it would impact on your own jurisdictional area?

Ms O'Connor: I do not believe our Board has studied the Foucher Report. However, it is our intention to either have an en-bloc transfer of Jean Vanier from KLCVI or else to start our own French Catholic high school and English Catholic high school in September 1987.

Mr. Allen: Eighty-seven.

Ms O'Connor: And we would want them separate. We do not -- from the public board -- we do not believe in any type of umbrella board. We have managed our own affairs, both linguistic groups, for all these years and we feel we can continue to.

Mr. Allen: M'hm. Thank you very much.

Mr. Chairman: We have a copy of that report here, which you might like to have.

Ms O'Connor: M'hm.

Mr. Chairman: Mr. Hennessy.

Mr. Hennessy: Mr. Chairman, I just want to congratulate them on the presentation of a fine report. The question has been asked by Mr. Poirier -- and perhaps by myself a few times -- Bill 30 or Bill 75: which one would you think that would be more advisable, if you had the say, to put forward, to pass the Bill -- would it be 30 or 75?

Ms O'Connor: Both.

Mr. Hennessy: Well, you cannot do them at the same time. Which one -- if you had a preference -- which one would go first?

Ms O'Connor: Bill 30 would assist all the schools and Bill 75 would follow.

Mr. Hennessy: Thank you.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

We have been having the different hearings. One of the responses we are hearing from the Francophone community is their determination to have their right of governance of their own educational system, specifically through what they call homogeneous school boards. In other words, in Sudbury there would be created a Francophone board who would have the

obligation, as I understand it, of delivering programs both to the separate and the public units, probably in separate panels.

How will you react if the legislation is changed to a degree that says that that is a determination of the Francophone community, to establish a homogeneous school board in areas where numbers warrant it? And I would assume that in Sudbury that would be one of the areas that would warrant that kind of direction.

Ms O'Connor: I cannot speak for Sudbury because I am really not sure how Sudbury would react. I would not want it if I were in Sudbury. In our own town, the French high school that is public now has four students that are non-Catholic in the whole school, and those four students were educated in our elementary Catholic schools.

Mr. Davis: So in essence, what you are saying, as a representative of the separate school board, is that it is your preference that the delivery of a French as a first language program should be -- I will not go any further than say it should be -- under the jurisdiction of the separate school boards of the province?

Ms O'Connor: Yes.

Mr. Davis: Would you suggest that the Francophone community agree with that?

Ms O'Connor: I believe ours does. I would say there will be some places -- and perhaps Sudbury -- I have no idea -- where non-Catholic people have their children going through a system and do not want their children -- and I guess where numbers warrant, that would be the problem of the Board of Education, to establish a French high school for them.

Mr. Davis: How would you, in your area or even in any other area of the province, deliver education to the Francophone who does not wish his child to be part of the separate school system?

Ms O'Connor: That would not be our problem. That would be the problem of the Board of Education to see that that child had ---

Mr. Davis: It is your problem if there is an en-bloc transfer of the school system.

Ms O'Connor: We have offered to have any non-Catholic child in our school should they wish to come.

Mr. Davis: But my problem is -- and it is a very serious problem, because we have talked to Francophones who say that they do not wish their child to receive the French

instruction in the separate school system. And in Bill 30 -- and even in Bill 75, as we have travelled -- there seems to be an intention that the separate school system would prefer the en-bloc transfer of the francophone schools into their jurisdiction. Now, if that occurs, then how -- as a person who represents the separate school unit -- will you afford education to the non -- to the Francophone who wishes to be exempt from the whole ethos of the Catholicity that pervades your system?

Mr. Larouche: If I may answer, Mr. Chairman?

Because the parent of the child does not wish to have a separate school education, that is a responsibility of the Board of Education, to provide that education. And that person may do -- that board may do as is done now: purchase credits, purchase education on behalf of that child, in some other facility. It may be the separate school facility. But it is the responsibility of the Board of Education to provide such equipment.

Mr. Davis: No, it would not be. If it is an en-bloc transfer of a school into the separate school jurisdiction, then it becomes the separate school's responsibility. I guess maybe you could purchase the education from the public board, but it would still be your responsibility to provide it.

Mr. Larouche: Just further -- if -- for example, in our own situation, in which 99 per cent of the children in that school came from our elementary schools, the concept of en-bloc transfer back to our board -- the completion of our system on the francophone side, JK to 13, is logical and natural, all right? If the French secondary school were in fact comprised of a majority of non-Roman Catholic students, then the French secondary school obviously belongs under the aegis of the Board of Education.

Mr. Davis: Run that by me again?

Mr. Larouche: Children have the right to have -- parents have the right to have their children educated either in a separate school system or in a public school system. And if the public school system has French instructional units in it through to the end of Junior Kindergarten -- from Junior Kindergarten to the end of Grade 13, why should those children transfer back to separate schools? From a public French high school to a separate French high school? We are talking about separate school children. In our particular secondary school, 99 per cent of those children are Roman Catholics and came from our Roman Catholic elementary school system.

Mr. Davis: But in other sections across the province, they may not necessarily be 99 per cent. But as I understand the intent of Bill 30 -- and it certainly was the

intent of the various delegations who came before us -- they were asking for en-bloc transfer of the francophone first language instructional units into the separate school system.

My concern now becomes, how do we service the student who is not a separate school supporter but attends there because of linguistic realities rather than religious realities? I have heard you say that the option may be for the separate school board to purchase that instruction from the public board. That may be the option. I am going to have to think about it, but ---

Mr. Larouche: No. It was the reverse. It was the ---

Mr. Davis: It cannot be the reverse because you now own the school.

Mr. Larouche: The Board of -- if the child is a non-Catholic, all right, and the parents are a public school supporter, then the parent must purchase -- or the Board of Education must purchase, on behalf of that child, education from the local unit that provides the service -- or whatever is acceptable to the parent in terms of ---

Mr. Davis: Then you must make an assumption that I have not made, and that is that when you talk about the en-bloc transfer of a public board now -- the en-bloc transfer of a French first language instructional unit -- the total transfer -- that you are not talking about taking all the students. What you are saying is, we are only going to take the separate school students; and the public school students -- or the students whose parents are supporting the public boards -- their students -- if they want to retain their francophone language -- must remain within the public system, because you are not going to give it to them.

Ms O'Connor: We have told them that they are all welcome, and they know that they can all transfer to our system.

Mr. Davis: Will they be exempt from religious education?

Ms O'Connor: Yes, they would be. They have been told.

Mr. Davis: But they would not be exempt from the ethos of Catholicity that pervades your system?

Ms O'Connor: No. There is no way you can take that out of a Catholic school or else it is no longer a Catholic school.

Mr. Davis: So then if they decided to come -- because that is where the instructional unit is -- would you be prepared to service them by purchasing this service elsewhere?

Ms O'Connor: That would not be our obligation. That would be the obligation of the Board of Education -- if they were non-Catholic students of non-Catholic ratepayers.

Mr. Davis: Okay.

Mr. Chairman: Dr. Allen.

Mr. Allen: Mr. Chairman, one question that I have is, you obviously are a board that provides a substantial amount of French-language educational service. What is the prevailing language in the Board's administration? Is it French or English?

Ms O'Connor: Our administration -- most of the people who are in our -- like Mr. Larouche and the business people and so on in our administration area are bilingual. They speak both languages. Because we are small, we cannot have duplication. We cannot have a superintendent and a director. We have one director who works with both systems.

Mr. Allen: I understand that, and I appreciate your functioning on a bilingual basis. But I guess my question was what is the prevailing language that you use? Is French the daily language of use in your Board or is it English, as a matter of course?

Mr. Larouche: In the administration of the schools, the prevailing language is French.

Mr. Allen: And in the administration of the system?

Mr. Larouche: French.

Mr. Allen: That is within your central offices?

Mr. Larouche: That is correct. It is French.

Mr. Allen: I see.

You see, I think the question that we are wrestling with is not just a question of delivering an education in French to certain children whose parents want it. We are talking in this bill and we are talking in -- also when we talk about the French Language Board -- about how the French community governs its -- the delivery of education for its children. And the Supreme Court of Ontario has said that the parents of French children -- and that is defined broadly by Section 23 -- have got governance rights, and that is a very fundamental kind

of statement.

What it says is that education grows most naturally and properly for children out of their culture and language, and that language is the essential key to culture and everything else, including the access of religious ethos and perspective, and that therefore there is something unusual and special about language-based education that has to be recognized in Ontario. Without that, Francophones do not achieve their proper place in Ontario society by any measure. And if one looks at the Churchill Report, one sees the quite specific measures by which Francophones fall short when they do not have governance of their own education.

That puts a special problem, I think, on all our shoulders -- not just mine but also yours. And I recognize that you are doing a great deal to deliver that in the context of a French community. What I really hope you will do is read the Foucher Report very carefully and perhaps send us your reactions to it, because I think you will see in there that there may not be as much of a -- in your kind of setting -- as much of an adjustment as you might think at first glance -- in the kind of governance model that it suggests. But I would really like to have your responses to that when you get a chance to read it.

Ms O'Connor: I hope, too, you remember, though, that we are an English minority there too ---

Mr. Allen: Yes.

Ms O'Connor: --- and in your deliberations on Bill 75, there are not too many of us, but it is important.

Mr. Allen: Yes, that is right.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

I want to come back again to my question. Maybe you can help clarify it for me -- and I know that it does not specifically apply, because you are a separate board -- but let us assume that the school -- just for argument's sake -- that the delivery of French as a first language unit belongs to the public board. Let us assume for just a second that the makeup is about 95 per cent separate school supporters.

Under Bill 75 -- under Bill 30 as I understand it, it is an indication that that should be transferred en-bloc over to the separate school board. Now, the parent whose child goes there and is a public ratepayer does not have the right of transferring his tax base. So therefore, in order to afford his child a continuation of the French-language instructional unit, the public board then has to purchase it from you. Am I

correct?

If at that point the parent decides that they do not wish their child to enter into the separate system, then the public board is responsible for that child's educational system. Correct? Even if there is only one? Okay.

Mr. Chairman: Thank you very much.

It took a while to get the Committee revved up, but we did it.

Mr. Larouche: They should have been driving in my van. They would have been revved up.

Ms O'Connor: That is why I went so fast.

Mr. Chairman: Take it easy going home.

Thank you very much.

The next presentation is from the Sudbury District Roman Catholic Separate School Board: Mr. Tremblay, the Director of Education, and others if you wish to bring them along with you.

Mr. Tremblay: Mr. Peter MacDonald, the Vice-Chairman of the board.

Mr. Chairman: Mr. MacDonald, the Vice-Chairman of the Board. Please proceed with your presentation.

Mr. MacDonald: Good morning. I trust that everybody has a copy of our presentation.

Mr. Chairman: Will have.

You may proceed.

SUDBURY DISTRICT ROMAN CATHOLIC SEPARATE SCHOOL BOARD

Mr. MacDonald: The Sudbury District Roman Catholic Separate School Board welcomes the opportunity to make its views, comments and recommendations known to the Standing Committee on General Government on proposed Bill 75 - an Act to Amend the Education Act, as submitted to the Legislature on December 12, 1985, by the Honourable Sean Conway, Minister of Education.

The members of the Board endorse this proposed legislation on minority language education which reflects the basic principles outlined in the "Entente" developed jointly by the Ontario Separate School Trustees Association (OSSTA) and

l'Association française des conseils scolaires de l'Ontario (AFCSO).

The concept of governance contained in the provisions of Bill 75 respects the rights and guarantees given Roman Catholics through the BNA Act as well as through the Constitution. Ontario schools have proposed, under the dual system which has existed since Confederation -- I am sorry -- have prospered under the dual system which has existed since Confederation. Bill 75 provides sufficient autonomy to safeguard cultural and linguistic aspirations.

Being one of the few boards in the province to have experienced over two decades an administrative structure which provides for two linguistic educational sections with two almost autonomous education committees, we wholeheartedly support Bill 75 because we are confident that it provides a workable and equitable structure to serve the requirements of both Francophone and Anglophone minorities where they exist in the province. The opinions that we will express to the Committee today result from this Board's experience in working for the unity of our Catholic school system by recognizing its linguistic and cultural dualities.

Mr. Chairman: I think you may be going a little quickly for the translation. Maybe you could slow down a little bit.

Mr. MacDonald: Okay.

Mr. Chairman: Thanks.

Mr. Poirier: Did you come in at a hundred miles an hour?

Mr. MacDonald: I ran all the way down here. I did not want to be late.

Mr. Chairman: Rather than jog, just walk, please.

Mr. MacDonald: Comments and recommendations, part 1, Section 7 (2), interpretation.

If the French translation for "council" is to be "conseil", we believe there will be confusion, because the accepted translation for "board" has been "conseil" since the creation of larger units of administration in 1969. We suggest that the concept of linguistic sections with powers of governance be introduced at the outset, in order to avoid unnecessary confusion that would be created by the French translation of the word "council" used in designating the French Language Education Council and the English Language Education Council.

Two, Section 9 (277 (f) (1)), number of members of French Language Section. We suggest that, where it is required, provision should be made to increase by one the total number of members of a board in order that the total number of trustees within each section reflect the majority or minority situation of each section.

Three, Section 9 (277 (f) (2)), order by Minister. The Board welcomes the possibility of elections by wards rather than elections at large. In our case, the municipal clerk of the municipality outside the City of Sudbury with the highest separate school assessment is presently involved in determining the number of trustees to be elected by wards for the outlying municipalities in the City of Sudbury. Consequently, we suggest that it would seem proper to have him involved in the process of determining the areas to be represented by the members of each linguistic section. His determination could be appealed to the Minister who by order would describe the areas or the method of determining the areas to be represented.

Four, Section 9 (277 (1) (1)), election. The use of the words "general vote" in this particular clause seemed to contradict the provisions of an election by wards or geographical areas as proposed in clause 277 (f) (2).

Five, Section 9 (277 (k) (4)), change of jurisdiction. Since the right of Francophones to the governance of their schools is one that has been recognized by the Ontario Court of Appeal, we suggest that no provision be included in the proposed legislation which would allow a majority of the elected representatives of the linguistic minority to tamper with, barter, or sell their legal rights. Any change of jurisdictional powers should be dealt with at the provincial level by means of amendments to the existing legislation. To do otherwise is to invite conflicts among trustees during a period of transition when most of their time and effort should be devoted to educational matters. To allow that much flexibility will either water down rights which have been legally recognized, or create situations where both linguistic entities will have nothing left in common. With respect to separate school boards, one has to be reminded that both linguistic entities share equally the unicity of the system as reflected in their aims and objectives which both linguistic groups might achieve through a diversity of means.

Number six, Section 9 (277 (l) (6)), reserve funds. Since budget allocations will be made on a tripartite basis according to clause 277 (l) -- two sections plus a common area -- we suggest that reserve funds be established on the same basis.

Seven, Section 9 (277 (o) (6a) (7) and (8)), calculations by the Ministry. The Board questions the necessity

of involving the Commission on the Languages of Instruction. If it is to be involved, we suggest that it be at the stage where the Minister has to intervene. He could then request the Commission to hear and consider the matter and report to him. Notwithstanding this possibility, we do have a preference for direct action by the Minister.

Mr. Chairman: I bet he does too!

Mr. MacDonald: Part 11B, interim governance of French-language instruction.

Eight, Section 9 (277 (u)), French Language Education Council. We repeat our comments made under item (l) above with respect to the use of the word "council", if it is to be used temporarily to designate a "section".

Number nine, Section 9 (277 (w) (1), (2) and (3)), jurisdiction. In view of the fact that the French Language Education Council will have until the 1988 election the same powers as specified for the French language section of a board under Part 11A as of December 1, 1988, we suggest that the proposed legislation be amended so that the word "section" is used in all instances instead of the word "council", in order to avoid confusion in the French version of the proposed legislation. In doing so, we believe that the interim measures, as contained in the proposed legislation, could be greatly simplified as a result.

Ten, Section 12, commencement. If this Act is to come into force on the day it receives Royal Assent, we are of the opinion that some implementation problems might arise. Since the proposed legislation will presumably receive third reading in 1986, we suggest that the Bill come into force on October 1, 1986, which would allow enough time, if needed, to elect new members in November and to have all trustees participate fully as of December 1, 1986. With the first meeting of the Board being held in December of each year, newly-elected trustees would therefore be able to elect and be elected to any or all board committees which are appointed at this particular meeting.

Before I move on to the conclusion, Mr. Tremblay would like to add one comment before I move on.

M. Tremblay: Monsieur le Président, il n'y a aucune prévision dans le projet de loi pour la nomination du directeur-général des écoles. A mon humble avis, il me semble qu'il serait désirable, souhaitable, que la nomination d'un directeur-général dans un conseil qui doit desservir les deux groupes linguistiques devrait être faite par une double majorité, c'est-à-dire une majorité des conseillers scolaires de chaque groupe linguistique. Autrement, j'ai un peu de difficulté à concevoir comment un directeur-général qui serait

élu par une simple majorité, qui ne reflèterait pas nécessairement le bon vouloir et le désir des deux groupes linguistiques, pourrait survivre dans une telle situation. Et je pense qu'un simple amendement au projet de loi pourrait peut-être éviter de nombreux problèmes dans l'avenir.

Mr. MacDonald: In conclusion, the trustees of the Sudbury District Roman Catholic Separate School Board wish to commend the Ontario Government and the Minister of Education for their diligence in introducing legislation that will fulfil the requirements of the June 1984 ruling of the Ontario Court of Appeal and meet the aspirations of parents who, within a particular board, are members of the official language minority.

In the same breath, however, the Board wishes to express its concern with respect to the homogeneous French language school board to be put into place in the Regional Municipality of Ottawa-Carleton. According to the statement of the Minister of Education made to the Ontario Legislature on December 12, 1985, the government indicated its commitment to the creation of an homogeneous French-language school board in the Ottawa-Carleton area due to that region's unique composition and because of the community support for the initiative.

Furthermore, when questioned by Francophones from other regions in the province, the Minister always responded that an homogeneous French board was being considered for the Ottawa-Carleton region seulement. We were indeed surprised with the response of the Planning and Implementation Commission to our Board's Plan for Secondary School Programs in which the Ottawa-Carleton homogeneous school board is referred to as a pilot project, and we quote:

"The issues of governance, Bill 75, and in particular the Ottawa-Carleton pilot project to establish a French-language school board in this area, are gradually evolving and the results of these changes may have considerable impact upon your board. Consequently, the Commission feels that there should be no major modifications at this time in the deliver of French-language secondary school education in your region."

If such is to be the case, our Board members feel a responsibility to be involved in the consultative process presently going on in the Ottawa-Carleton region. There is too much at stake for Catholic education in this province to just wait for the impact of what is to come. On the other hand, the Board has difficulty to understand the reasoning of the Commission which seems to infer that linguistic rights have a priority over religious rights. We do wish to impress upon the members of the Standing Committee that the concept of governance as contained in Bill 75 responds well to the

religious aspirations as well as linguistic and cultural needs of our board and our community.

In conclusion, we wish to express our sincere gratitude to the members of the Committee for this opportunity to share with them our views on minority-language education. We wish to convey as well our best wishes for a successful implementation of the proposed legislation and to assure them of our full co-operation during this whole process.

Mr. Chairman: Thank you very much.

An excellent brief, and it addresses -- tells us how you would address some of the problems as you see them.

Mr. Poirier has a question.

M. Poirier: Merci, monsieur le Président.

Bonjour, messieurs.

Je voudrais -- à la page 8 de la version française, vous disiez: "D'autre part, le conseil éprouve de la difficulté à comprendre le raisonnement de la Commission qui semble conclure que les droits linguistiques ont priorité sur les droits religieux." Est-ce que vous semblez vouloir nous dire que vous interprétez la décision du gouvernement de voir, dans Ottawa-Carleton, une possibilité, un mandat de créer un conseil linguistique sans éléments catholiques là-dedans? Parce qu'à ce que je sache il n'y a pas de décision de prise dans un sens ou dans l'autre. Peut-être vous pourriez y répondre, s'il vous plait?

M. Tremblay: Monsieur le Président, je dois dire qu'à venir jusqu'à maintenant, le Conseil des écoles catholiques du district de Sudbury s'est abstenu de s'impliquer dans le dossier du conseil homogène d'Ottawa-Carleton, car jusqu'à tout récemment il semblait que c'était une modalité de gestion scolaire pour les francophones de cette région qui n'était pas nécessairement un projet pilote devant s'étendre à toute la province.

Au cours des dernières semaines, nous nous rendons compte que certains débats ont été engagés, et qu'il se peut fort bien qu'un tel projet ait des conséquences pour d'autres régions de la province. Et c'est pourquoi notre Conseil dit que si le Conseil doit en subir les conséquences, il devrait normalement avoir droit de participation à cette période -- durant cette période de consultation qui a lieu présentement dans Ottawa-Carleton.

M. Poirier: M'hm. Est-ce qu'il y a eu de la discussion, des débats, en ce qui a trait à cette possibilité-ici pour Sudbury?

M. Tremblay: Il y a certainement eu, dans la communauté, des discussions à ce sujet-là. Au niveau du conseil scolaire que je représente, je dois vous dire que les conseillers scolaires maintiennent de fait qu'ils veulent un système qui reconnaîtra non seulement les droits linguistiques mais les droits religieux.

M. Poirier: Donc, ça a été discuté ---

M. Tremblay: Mais pas dans les détails, parce que vraiment -- à venir jusqu'à maintenant, personne ne nous a dit clairement ce qui était conçu par cette idée d'un conseil homogène. Nous avons reçu tout récemment une copie du rapport préparé par le Frère Lapointe.

M. Poirier: M'hm.

M. Tremblay: Mais comme nous pouvons nous en rendre compte, il a fait un travail commandité par le Conseil de planification scolaire de la région d'Ottawa-Carleton, et par conséquent, il ne cherchait pas à trouver des formules qui s'appliqueraient de la même façon dans d'autres régions de la province.

M. Poirier: Evidemment.

M. Tremblay: De plus, je peux vous dire qu'à titre de président du Conseil de l'éducation franco-ontarienne, qui a commandé l'étude faite par Stacy Churchill, je suis pleinement conscient des commentaires et des recommandations des auteurs de ce rapport parce que j'ai eu l'occasion de le lire déjà plusieurs fois. Mais je pense que cette question de conseils régionaux peut certainement retenir l'attention des francophones au cours des prochaines années.

M. Poirier: Voilà. Et vous n'avez pas encore développé une position, même préliminaire, en ce qui a trait au conseil des écoles catholiques face aux recommandations du rapport Churchill?

M. Lapointe: Non.

M. Poirier: Bon. Voilà. Merci.

Merci, monsieur le Président.

Mr. Chairman: Mr. Davis.

Mr. Davis: Thank you, Mr. Chairman.

I would like to say that I certainly understood the Minister to suggest very strongly that the Ottawa-Carleton situation -- the creation of a homogeneous school board -- is

really a pilot project that will be applicable across this province in areas that, through consultation, he feels it warrants it. I have been under that impression ever since he announced Bill 75, and certainly after the reading of Bill 160 and all the other things that came beforehand, I read between the lines that that was their intention.

Mr. Tremblay: Mr. Chairman, it could well be, but I must say that when questioned by people from Prescott-Russell, the answer was quite clear and precise.

Mr. Davis: That is because Mr. Conway, in all due respect, does not wish to deal with Prescott-Russell. And after yesterday, I am sure that he is going to have a lot of difficulty with Prescott-Russell.

But the one question I want to ask is -- just for some clarification that may help me. When you read Bill 75, and specifically I am talking about the person who is qualified to be an elector under Section 277 (h) -- if the person is a non-Francophone, but married to a Francophone, and his child is going to go into the French instructional unit -- the spouse, be it man or woman; it does not matter -- because of their linguistic background -- that they are Francophones -- have the right to elect that trustee. But the non-Francophone does not have the right to elect that trustee. He or she only has the right, in your case, to elect someone on the separate board to represent them. But it seems to me that sound educational policy, regardless of what the legislation says, should afford that individual the right to make a decision either to vote for the trustee who is going to sit on the French-language service -- because he should have a vote in the educational unit that his child is going to. Could you comment on that for me? Do you think that is a valid thing?

Mr. Tremblay: Mr. Chairman, I must say that over the years, I have looked personally at this question, and I do not believe at this time that we can find a more suitable answer than the one provided in the proposed legislation, because you can look at it in different ways. It is almost impossible to find a formula that will meet all of the needs which we would like to fulfill.

Mr. Davis: I was thinking of something simple, because I am kind of a simple person -- and I mean that in a good term -- good term, Jean -- in the sense that -- Mickey, you're going to fly on the wing today.

Mr. Chairman: We will not vote on that.

Mr. Davis: What I was kind of getting at is that if the non-Francophone parent has to make a conscientious decision -- and I would go so far as to say sign a document, say -- that he wanted to vote so he could not -- or she could not

have two votes -- for the person who is going to represent them as a trustee in the French Language Section, because that is where their child is going. And in respect, that section discriminates -- and I know what they are trying to do -- but it discriminates against the right of that individual parent to have a voice -- as a parent -- as one of them -- in the education of his child -- or her child. And I am having some problems -- if you disenfranchise somebody who, I think, should have some input into the decision-making that goes with their child ---

Mr. Tremblay: It is difficult ---

Mr. Davis: I can understand it is hard to answer.

Mr. Chairman: Dr. Allen.

M. Allen: Merci, monsieur le Président.

Je vous donne mes remerciements d'un bref et des commentaires très, très utiles pour nous. Les suggestions sont très, très claires et nettes. Mais j'ai une petite question, et peut-être aussi un petit commentaire.

Vous avez suggéré que la décision qu'un autre membre d'un conseil afforde la possibilité d'une augmentation des sections du conseil. Je ne comprends pas combien la décision d'un seul membre du conseil représente une décision pour tous les deux sections. Est-ce possible d'expliquer pour moi cette suggestion?

M. Tremblay: Eh bien, voici. Actuellement, au sein de notre conseil scolaire, il y a 14 conseillers, dont 8 s'identifient au Comité d'éducation de langue française et 6 s'identifient au Comité d'éducation de langue anglaise. Si le projet de loi proposé était adopté, une situation pourrait se développer où, tenant compte du nombre d'élèves inscrits dans chacune des deux sections linguistiques, il y aurait un nombre égal de conseillers scolaires anglophones et francophones, même si une des sections comptait un plus grand nombre d'élèves. Et c'est pourquoi les conseillers scolaires ont cru bon de suggérer que dans un tel cas la loi puisse prévoir qu'au lieu de compter 14 conseillers, le Conseil pourrait en compter 15.

Cette question était adressée dans l'entente qui avait été conclue entre les deux associations de conseillers scolaires. Et selon l'entente entre les deux associations, un conseil comme le nôtre, et en fait il aurait été unique dans la province, serait passé de 14 conseillers à 16 conseillers.

M. Allen: M'hm. Merci.

Et puis-je avoir un commentaire au sujet du rapport Foucher? Vous avez fait référence au rapport Lapointe

qui fait une référence spécifique à Ottawa-Carleton, mais je pense que le rapport Foucher est une référence de la province totale au sujet de la gérance des écoles.

M. Tremblay: Monsieur le Président, je dois vous avouer que j'ai lu plusieurs documents de maître Foucher, mais ce matin je ne voudrais pas commenter sur le document dont vous parlez parce que c'est seulement qu'hier que j'ai constaté que nous pouvions obtenir de tels documents du Comité Roy, et je dois vous assurer que j'ai déjà commandé une copie de tous ces rapports qui traitent de l'aspect constitutionnel du conseil homogène et j'espère les recevoir tout prochainement. Dans le moment, je n'oserais pas commenter sur un texte que je n'ai pas vu et approfondi.

M. Allen: Néanmoins, est-ce possible d'avoir votre commentaire par la poste au futur?

M. Tremblay: Eh bien, voici. Ayant été très près du rapport Stacy Churchill, Frenette et Croisy, parce que c'est le conseil que je préside qui a commandé l'étude, je dois vous dire que ce même conseil a débuté hier une étude approfondie du document avec les présidents des associations franco-ontariennes en éducation. Et au cours des prochains mois, le Conseil de l'éducation franco-ontarienne se penchera particulièrement sur la recommandation contenue dans le rapport au sujet de la création de conseils régionaux de langue française.

M. Allen: Merci, monsieur.

Mr. Chairman: Any other questions?

Every brief brings up a new point. I think you are the first one to raise the point that you do on page 7. We might want to talk to you a little more about that at some point in time.

Thank you very much.

Mr. Chairman: This is a case where the first shall be last. Jean-Jacques Paquettes slept in this morning and is now going to make his presentation at 12:00 noon. The Sudbury French Language Advisory Committee.

Mr. Paquettes: Thank you.

Mr. Chairman: Welcome.

COMITE CONSULTATIF DE LANGUE FRANCAISE DU CONSEIL D'EDUCATION DE SUDBURY

M. Paquettes: De nouveau, je m'excuse de mon retard dans cette matière, et mon bref sera un peu plus court vu

déjà qu'il y a plusieurs points de vue qui ont été couverts aujourd'hui.

Au nom du Comité consultatif de langue française du conseil d'éducation de Sudbury, je tiens à dire que nous sommes heureux que le nouveau Ministre de l'éducation ait présenté un nouveau projet de loi sur la gestion scolaire qui répondrait mieux aux aspirations de la minorité francophone en Ontario que les deux projets précédents.

Nous appuyons fortement le mémoire de l'Association française des conseils scolaires de l'Ontario qui vous a été présenté le 2 avril -- si je ne m'abuse ---

Mr. Chairman: Excuse me. The translator may be having a little difficulty.

Mr. Paquettes: I will slow down.

Mr. Chairman: Even though you are going to be brief, we will give you a little longer.

Mr. Paquettes: Enough time to translate. Fine.

Il nous semble qu'un début essentiel du projet de loi 75 -- et je dis bien un début -- suite à la décision de la Cour d'appel de l'Ontario concernant les droits de la minorité linguistique en matière d'éducation est de placer une gérance démocratique des écoles françaises dans les mains des francophones, tout en leur permettant une flexibilité et une efficacité pour faire face à l'évolution constante de l'éducation. Le projet de loi s'approche de ce but; il est apprécié. Cependant, il y a certaines lacunes qui, nous croyons, empêchent la gérance réelle et démocratique de ces écoles par la minorité.

Premièrement, la situation intérimaire des CELF du projet de loi, nous croyons, n'est pas démocratique. Il permet à un conseiller scolaire déjà élu de devenir représentant linguistique de la minorité. Cependant, son mandat est de représenter les électeurs des deux groupes linguistiques de son secteur. En conséquence, l'un des deux groupes perdra son représentant, puisque celui-ci n'aura plus juridiction sur leurs écoles.

De plus, une question qui nous touche davantage: est-ce qu'un conseiller scolaire élu avec un mandat religieux ne pourrait pas choisir de devenir conseiller sur le CELF? Nous croyons que oui. Si c'est le cas, nous y voyons un conflit de mandat et d'intérêt qui n'est aucunement démocratique, car l'électorat ne peut s'assurer que le conseiller en question est en mesure ou même a le bon vouloir de représenter exclusivement les intérêts de la minorité linguistique. En effet, les seuls élus avec un mandat linguistique sont les

membres du CCLF élus par la communauté francophone. Le moins qu'on puisse faire serait d'accorder à ces membres la même priorité qu'aux conseillers déjà élus pour devenir membres du CELF. On se pose la question aussi, s'il ne serait pas plus démocratique de décider que seuls les membres du CCLF élus par la communauté francophone puissent devenir membres du CELF pour la période intérimaire.

Ceci dit, je vais maintenant approcher la question que nous trouvons un peu plus épineuse. Est-ce que le projet de loi assure réellement une gestion scolaire à la minorité? Le paragraphe 277 (k) ne reconnaît à la minorité aucun pouvoir décisionnel en ce qui concerne le financement, l'embauche du personnel administratif du bureau central, et de bien d'autres questions qui de leur nature s'avèrent importantes pour le bon fonctionnement de ces écoles.

Nous croyons que ces lacunes soulèvent des problèmes sérieux d'ordre constitutionnel. De plus, selon l'article 277 (k) (3), la flexibilité nécessaire à l'évolution de l'éducation n'est pas reconnue chez la minorité car toutes nouvelles activités seraient automatiquement classées parmi les pouvoirs communs même si elles devaient, par leur nature, être réservées aux sections.

Nous sommes d'accord et nous appuyons le fait que le gouvernement cherche à maintenir un système scolaire qui dans son ensemble est le plus efficace et réalise les plus grandes économies. Cependant, le droit constitutionnel de la minorité de gérer ses écoles ne doit pas être sacrifié sur l'autel des économies financières. Il est à espérer que ces deux objectifs peuvent être atteints par l'entente et la conciliation à l'intérieur d'une communauté établie par le processus de la double majorité.

Ainsi, tous les pouvoirs seraient exclusifs, exceptés ceux que chacun des groupes décident majoritairement de mettre en commun. Les décisions sur les matières d'intérêt commun seraient prises par voix de double majorité. La gérance de leurs écoles respectives deviendrait réelle pour la minorité et la majorité. L'entente ne sera possible que si la bonne foi y règne et ne sera pas facile.

Enfin, je me dois de vous indiquer le désir du CCLF ainsi que celui de l'AFCO exprimé à maintes reprises pour un conseil homogène de langue française. La minorité serait maîtresse dans ses écoles sans nécessiter son intervention dans les décisions de la majorité. Elle nous semble une solution pratique et raisonnable. C'est pourquoi le CCLF de Sudbury échoie les sentiments de l'AFCO et vous prie de recommander que le gouvernement de l'Ontario établisse, dans les plus brefs délais, une commission chargée de la planification et de la mise en oeuvre de conseils scolaires francophones sur le territoire de l'Ontario. Merci.

Mr. Chairman: Thank you very much.

Mr. Pouliot, do you have a question?

Mr. Pouliot: Yes, I certainly have a comment, thank you, Mr. Chairman.

Vous allez me permettre, monsieur Paquettes -- j'ai essayé de vous suivre ---

M. Paquettes: Oui.

M. Pouliot: -- et puis j'ai trouvé un peu bizarre que vous ayez mentionné, en deuxième lieu, que plus épineuse encore -- que le manque de démocratie ou que l'absence de démocratie est à l'article 277 (k). Là bien, je me suis demandé -- je me suis dit: monsieur Paquettes nous présente bien ça; on n'a pas de texte, mais ça va nous parvenir par le courrier, j'en suis certain. Pendant que monsieur Paquettes dormait du sommeil récupérateur -- celui dont la bible fait si souvent mention.

Suffit de vous demander ceci: quand vous nous dites qu'il y a un conflit, que la démocratie n'est pas servie -- je cherche à être éclairé ici -- à cause du mandat -- un conflit de mandat et un conflit d'intérêt. Est-ce que vous nous dites que étant conseiller, la personne doit se demander qu'est-ce que je fais ici? Je suis ici pour quoi? Les termes de référence, le mandat, me disent quoi? Me dictent quoi? Si c'est un cas de conscience -- et là, qu'il nous soit permis d'effacer l'argument que le projet n'est pas démocratique. Ça, il faut bien s'entendre.

Mais ce que j'aimerais vous souligner, c'est qu'en fait il n'est pas question de mandat. Il n'est pas question de termes de référence, parce que ça devient ambigu, ça. Il y a quand même assez de latitude pour permettre de prononcer une différence. C'est que le projet -- à mon point de vue, qu'on me permette -- est en fait démocratique. Mais le péché, ou l'appel à la table du péché, c'est la nuance. C'est ce que vous voulez souligner. Moi, j'ai aucun problème en ce qui concerne -- c'est un point de vue. J'ai aucun problème en ce qui concerne le mandat. Et je ne vois aucun conflit.

Mais si on se sert de cet argument, pour vouloir nous dire qu'on deviendra ou qu'on devrait devenir homogène, bien là en toute franchise, je vous suis. Je serais peut-être d'accord. Même j'irais jusqu'à dire qu'à cause du -- de d'autres conflits -- et aussi à cause de la suffisance qui est une réaction normale -- c'est que peut-être demain, parce que le futur peut durer longtemps, peut-être un peu plus tard -- mais dans un avenir quand même assez rapproché, il nous sera permis d'entretenir la demande non seulement chez vous -- vous la

faites comme demande et aussi comme recommandation -- mais ça deviendra une demande d'à peu près tout le monde. Parce que moi je crois que c'est un phénomène absolument normal. Et puis ici il s'agit d'un processus d'évolution -- évolution parce que le projet de loi -- parce que la loi -- c'est encore un projet de loi -- parce que c'est embryonic. C'est un début. Peut-être qu'on aura l'occasion de se rencontrer dans quatre, cinq ans. Sûrement vous serez là. Moi, il s'agit d'être réélu; c'est un peu plus difficile -- vous comprenez rapidement pourquoi.

Mais, dans l'évolution, je suis d'accord avec vous. Mais ce que je n'aime pas, c'est le projet ne soit pas démocratique. J'espère, brièvement, que vous allez m'envoyer votre texte puis on pourra en discuter plus tard.

M. Paquettes: Certainement.

Tout simplement, pour dire que -- lorsque le conseiller a été élu, il a été élu en tant que représentant des deux secteurs. Et maintenant nous changeons de cet aspect-là. Ce qui a au moins deux effets. Premièrement, la personne -- servons-nous du conseiller qui se transfère à la section française. Alors, les anglophones qui l'ont élu ont perdu leur représentant dans leur secteur même si c'est pour une période très courte -- ou au moins une année.

Et deuxièmement, il y a des conseillers qui ont été élus avec un mandat de religion -- puisqu'ils étaient catholiques. Non pas parce qu'ils étaient francophones ou anglophones, mais parce qu'ils étaient catholiques. Et je crois qu'en 1986, nous nous devons de réaliser et de se rendre compte que catholique et francophone n'est pas synonyme.

M. Pouliot: Monsieur le Président, si je peux me permettre, ça fait plus de 40 ans, malheureusement, que moi je fais les deux, puis on s'en porte pas plus mal.

Mr. Chairman: Who says?

M. Pouliot: Thank you, Mr. Chairman.

Mr. Chairman: Any other questions? Dr. Allen.

M. Allen: Merci, monsieur le Président.

J'apprécie beaucoup votre mémoire. Est-ce possible de décrire pour nous l'impact de la création d'une section de langue française dans votre conseil? Combien -- le nombre des conseillers -- à cette heure-ci -- le nombre des étudiants que vous avez dans votre système qui qualifient pour cette considération, et cétéra?

M. Paquettes: Oui. Certainement. Je crois que

nous avons près de 3000 étudiants -- et à ce moment-ci je parle surtout d'au secondaire parce que je traite du CCLF. Mais nous avons aussi une école -- et nous espérons une deuxième école -- primaire publique qui s'implante à Sudbury.

L'impact en ce qui concerne peut-être le parachèvement scolaire au niveau séparé ne semble pas être en bloc -- même, je dirais carrément, qu'il n'est pas en bloc -- et qu'il semble le bon vouloir de la communauté francophone à Sudbury -- pour l'instant, au moins -- d'envoyer leurs élèves au primaire sous le système catholique séparé, et au secondaire au système public. Je crois que la majorité des francophones se sentent très confortables avec une telle chose. Et je crois aussi qu'il y aura de plus en plus de francophones qui enverront leurs enfants au niveau primaire au système public.

Je ne sais pas si ça répond à la question?

M. Allen: M'hm.

Est-ce que vous avez -- est-ce que vous auriez besoin d'une structure de liaison entre votre section prospective avec les autres sections de langue française dans cette région et avec les comités consultatifs pour les objectifs consultatifs et de vous aider avec le futur des gérances des écoles françaises?

M. Paquettes: Oui. Je pense que ça serait utile. Je note que l'Association française des conseils de l'Ontario, l'AFCO, nous prête assistance comme c'est là, et que au CCLF il y a une préoccupation sur le changement que nous allons faire. Nous commençons à voir de quelle façon est-ce que les conseillers qui siègent maintenant ont l'intention d'exercer leurs choix. Alors, puisque je crois qu'à Sudbury il y a au moins 10 conseillers qui pourraient transférer du -- ou qui pourraient transférer automatiquement au CELF pour la période intérimaire.

M. Allen: Merci.

Mr. Chairman: Are there any other questions?
Thank you very much.

Sorry we had to keep you so long.

Mr. Paquettes: Thank you.

I hope you have a good lunch, gentlemen.

Mr. Chairman: We had a request this morning to have the Committee consider another brief, which is from the Sault Ste Marie District Roman Catholic Separate School Board, and Mr. Duffy is here. He claims to be on holidays and would just as soon keep it that way.

You will not get any big argument from the Committee on that, but do you wish to say a few words to us now that you are here? We will distribute these to the members either today or Wednesday. Today, Debbie says.

**SAULT STE MARIE DISTRICT ROMAN CATHOLIC SEPARATE
SCHOOL BOARD**

Mr. Duffy: Thank you, Mr. Chairman.

Just briefly, our Board is in support of the Bill as a whole. We feel it is a good, positive, piece of legislation, and we would like to see it implemented. We had four concerns. the concerns are outlined in the report itself. And I do not think it would really require a lot of elaboration.

The two key issues with us is the size of our board. We are now elected on a ward system; we would like to keep it that way. And we would like to see the addition to the board rather than the reduction and addition -- which would mean, in our situation, only a three-person increase -- which is not large -- so we would like to see it retained.

The other area of concern that we have is the commonality aspects of our board. We have a difficulty, especially in terms of negotiations, of seeing a minority language group negotiating with one affiliation while the majority is negotiating with another on two separate contracts. And I think we can all appreciate the difficulties with that one.

That would be it. I want to thank you very much for the opportunity at least to present the brief to you.

Mr. Chairman: Thank you.

Are there any questions? Dr. Allen.

Mr. Allen: I wonder if Mr. Duffy would just describe for us a bit the present state of delivery of French education in the Sault area? I think the last time we sat down with people from the Sault boards it had to do with another matter. And I just wonder if you could perhaps give us a bit of information on that so that we have it a bit fresh in our minds.

Mr. Duffy: We have three French elementary schools, consisting of some 500 students, supervised by a French language superintendent who reports to the central administration -- through our director to the board, at present. It is a very integral part of our whole system, and we find it works quite well. At the same time, though, you should be made aware of the fact that about 60 per cent of our students in the French-language -- or in the minority-language program

are Anglophones or come from Anglophone families. So it is a very high percentage.

Mr. Allen: In other words, their use -- the Anglophone population is using it as an immersion experience. And the Admissions Committee, to date, has been fairly generous, I gather, in allowing that kind of access.

Mr. Duffy: That is correct. We find that the involvement in the total French milieu is much -- preferable than the development of a French immersion program.

Mr. Allen: Do you currently have any members of your Board -- any trustees who are -- who were elected from the French community in any way?

Mr. Duffy: No, we do not have -- there is no one from the French community that presently sits on our Board.

Mr. Allen: I see. When you suggested the desire to maintain the ward system under the Bill for elections, is the -- for the election of a French-language section -- is the distribution of the French population, as far as you know, in the Sault scattered through all the wards, or is it heavily concentrated in one area so that one might get a slightly irrational pattern of representation on a ward basis?

Mr. Duffy: Yes. The French population is scattered throughout the entire city, and I give you that information from my own professional position as a Director of Development with the City of Sault Ste Marie proper. And my own personal knowledge is that it is scattered throughout the community. At one stage, there was a fairly heavy dominance of French in one small location in the community, but because of age that has disappeared.

Mr. Allen: I see. Thank you very much.

Mr. Chairman: Mr. Poirier.

Mr. Poirier: Thank you, Mr. Chairman.

What proportion of Sault Ste Marie would be -- or your own territory for your school board -- would be of francophone language -- Francophones? What percentage would they constitute?

Mr. Duffy: What percentage of students?

Mr. Poirier: Of students -- well, Francophones -- if I am going to say Francophones as opposed to English, are using it as French immersion?

Mr. Duffy: Maybe 200 students.

Mr. Poirier: Okay.

Mr. Duffy: Out of a total population -- a total enrolment of about 5600.

Mr. Poirier: Fifty-six hundred. So if I heard well, 60 per cent of the so-called Francophones in the French-language schools are actually Anglophones using it to learn French as a second language, right?

Mr. Duffy: Yes.

Mr. Poirier: Okay. So therefore, right now, the Francophones do not have French-language governance for their own schools, because they do not have their own schools right now?

So right now, we can say -- if I heard well -- that the Francophones of Sault Ste Marie do not have governance of their schools right now because they share them with Anglophones coming in there to learn French as a second language, right?

Mr. Duffy: If I might -- this is not a -- we do maintain a French as a second-language program in the English schools.

Mr. Poirier: M'hmm.

Mr. Duffy: This is a "Français" program. It is not a French as a second language program. In our three schools.

Mr. Poirier: Okay. Do the Anglophones who go there have Section 23 rights, according to the Constitution?

Mr. Duffy: As I understand it, they do.

Mr. Poirier: Okay.

Mr. Duffy: I understand the rights are pretty broad, too.

Mr. Poirier: Yes. Right.

How would Bill 75 affect your current situation, then? What changes would you see happening because of Bill 75 in your current system?

Mr. Duffy: We would merely see the addition of -- in terms of the governance part, I merely would see the three additions to our Board. In terms of the actual operation of the schools, I do not see any change at all, except that we hope to bring in the -- extend it into the French secondary

panel. But we would still maintain the French as a second language in the elementary panel in the English section, with the "Français" program in the French.

Mr. Poirier: Right. So you do have two separate -- you do have French immersion for the Anglophones but also a programme de français that are two distinct things?

Mr. Duffy: Very different, yes.

Mr. Poirier: Okay. Fair enough. All right.

Thank you, Mr. Chairman.

Mr. Chairman: Mr. Duffy, you are here as a trustee of the Board?

Mr. Duffy: That is correct.

Mr. Chairman: Mr. Hennessy.

Mr. Hennessy: Mr. Duffy, I would just like to ask, what is the composition of the Board? How many members are on the school board of trustees?

Mr. Duffy: There are 12 trustees elected from the City proper, two from each of six wards. There is one person elected from an abutting township -- organized township -- and also represents two or three unorganized townships, and there is one Native appointed to our Board by the two Native Bands in Sault Ste Marie.

Mr. Hennessy: Twelve altogether?

Mr. Duffy: Fourteen.

Mr. Hennessy: Fourteen.

Mr. Duffy: Yes.

Mr. Hennessy: Thank you.

Mr. Chairman: Thank you, Mr. Duffy, and you can have the rest of the week off.

Mr. Duffy: Thank you very much. I was merely saying to your assistant when I came in that it was just about a year ago that you and I sat together in Sault Ste Marie on a different forum, having lunch.

Mr. Chairman: That is correct.

Mr. Duffy: With a name like McCague, I did not know how I could ever forget that. Thank you very, very much,

sir.

Mr. Chairman: A great Committee we have here.

Just to remind the Committee members that next Tuesday evening we go to London -- or you get to London hopefully for Wednesday -- hearings. On Thursday, it is proposed that we have representation from the Roy Commission at the beginning of the hearings. Just to remind each party that although we are scheduled to meet Thursday and Friday next week, there may be some very severe conflicts with the education critics, for instance. So maybe -- in that I think all caucuses are meeting over the weekend -- you may want to discuss scheduling with your caucus or house leaders or both. I see some problems coming up and we may have to spend some time on Thursday deciding what we are going to do because as we have said we cannot do clause-by-clause on this in a day and a half. So maybe you will come armed to discuss that -- hopefully not in London on Wednesday, but at the commencement of the meetings on Thursday.

Mr. Allen: Mr. Chairman, do you have some new timetabling of other committees that we should know about? My understanding was that we were clear for Thursday and Friday, but that in the next week we were going to have the Bill 30 Standing Committee consideration of clause-by-clause and amendments. Is it a possibility that that may trespass onto the latter part of next week as well?

Mr. Chairman: I really have no idea. I get confused when I read the Globe and Mail every morning.

Mr. Allen: Well, we share your problem.

Mr. Chairman: Thank you very much, everybody.

The Committee adjourned at 12:29 p.m.

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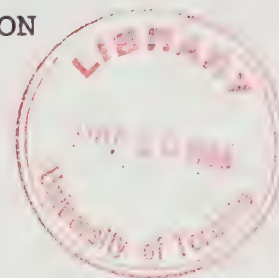
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COMITÉ PERMANENT DES AFFAIRES GOUVERNEMENTALES

SUR LE PROJET DE LOI 75,
UNE LOI POUR MODIFIER LA LOI SUR L'ÉDUCATION

LE VENDREDI 9 AVRIL 1986

Séance de l'après-midi



PRÉSIDENT: McCague, G.R. (Dufferin-Simcoe PC)
VICE-PRÉSIDENT: Dean, G.H. (Wentworth PC)
Poirier, J. (Prescott-Russell L)
Allen, R. (Hamilton West NPD)
Bossy,
Guindon, L.B. (Cornwall PC)
Davis, W.
Hennessy, M. (Fort William PC)

Secrétaire: Deller, D.

Personnel: Steele, L., Chercheur

Témoins:

Conseils des écoles séparées catholiques romaines
du comté d'Essex:

Beneteau, B., Conseillère
Bastien, D., Surintendante, français

French Association of Ontario School Boards:
Mongenais, J., Présidente

French Language Advisory Committee of the Lambton
County School Board:

Bisson, M., Présidente
Martel,

Association des enseignants catholiques anglais de
l'Ontario, unité d'Ottawa:

Soeur Anna Clare,
Jones, S., Ancienne présidente, unité de Carleton
Howard, P., Assistant, bureau provincial

ASSEMBLÉE LÉGISLATIVE DE L'ONTARIO

COMITÉ PERMANENT DES AFFAIRES GOUVERNEMENTALES

Mercredi 9 avril 1986

Le Comité reprend sa réunion à 14 h 06, dans la salle Ballroom East, Holiday Inn, London, Ontario.

Projet de loi 75, une loi modifiant la loi
sur l'éducation (suite)

Monsieur le Président: La première présentation sera celle du Conseil des écoles séparées du Comté d'Essex. Nous avons Blanche Beneteau et une autre personne. Voulez-vous commencer s'il vous plaît?

CONSEILS DES ÉCOLES SÉPARÉES CATHOLIQUES ROMAINES
DU COMTÉ D'ESSEX

Mme Beneteau: Oui, merci monsieur.

Mme Bastien -- Donna Bastien -- qui donnera cette présentation avec moi, est notre surintendante chargée du français à notre Conseil scolaire. Elle donnera la première partie de la présentation. Vous noterez que la présentation est en français au verso et en anglais au recto. Merci.

Mrs. Bastien: Thank you very much.

Can you hear met.

I must admit that -- before we start -- we, the francophones, are lucky -- since, usually, our school trustees, at the Separate Board, have always been understanding, and are becoming even more so, to the needs of francophones, and I think that Bill 75 will only establish what is happening practically.

The Essex County Roman Catholic Separate School Board supports, in principle, Bill 75 which plans governance of French and English education in the whole province.

A special committee, formed to carry out a thorough study of this project, has certain reservations as to the implementation of it and thinks it opportune to submit a few recommendations.

First of all, we must briefly describe the

situation of French education in the County. Our schools offer two programmes in one, that is French education to francophones and anglophones in the same classroom. And you must understand that, because of mixed marriages and other anglicizing factors in the South-West, we have in our schools children of so called francophone families who do not speak a single word of French. And it is with immersion programmes that we are Frenchifying our assimilated francophones.

In some schools we can only separate the two groups at the kindergarden level. We also offer immersion preparatory courses, during the summer, to all the little anglophones who will be starting in kindergarden in September. Yes, you guessed right -- quite a number of anglophone parents sponsor our French language school.

We must insist that efforts are made to keep improving the learning conditions of the francophone students so as to offset the detrimental effect of immersion on students who already speak French.

Our Board has the responsibility of 2 094 francophone students from kindergarden to grade eleven, which represents 21,39% of the total number of pupils. According to the plan of the Planning and Implementation Commission, our Board is preparing the transfer of the secondary school L'Essor to our system in September 1987. The school trustees are concerned nevertheless about the lack of separate school taxpayer representation on the public boards starting in January 1987.

And now, I would like to hand over to Mrs. Beneteau who will make recommendations in English.

Mme Beneteau: Si la Commission n'a pas l'intention de procéder à des changements, et je vous amène à la page 2, une continuation de là où Mme Bastien en était au premier paragraphe, si la Commission n'a pas l'intention d'effectuer des changements dans ce domaine, notre Conseil souhaite alors faire les recommandations suivantes:

Premièrement, alors que notre Conseil objecte au fait qu'il n'y aura pas de représentation des contribuables séparés auprès des Conseils publics après le 1^{er} janvier 1987, nous recommandons que le Ministre permette le transfert de toutes les écoles secondaires publiques de langue française vers les Conseils séparés, à partir du 1^{er} janvier 1987, avec un financement complet jusqu'à la classe de 13^e. Et

je mets des parenthèses, pour les Conseils qui sont intéressés ou pour les écoles qui sont intéressées au transfert, cela va de soi.

Notre recommandation suivante a trait au nombre de conseillers dans les sections minoritaires. Nous pensons vraiment que trois conseillers n'est pas un nombre suffisant pour les besoins des étudiants francophones ou anglophones. Cela place une trop forte responsabilité et un trop grand pouvoir sur les épaules de trois personnes.

Recommandation 2. Notre Conseil recommande par conséquent que le nombre de conseillers pour l'instruction dans le langage minoritaire officiel devant être élus suive le quota donné ci-dessous pour les mesures intérimaires et permanentes. Par conséquent, comme nous l'avons recommandé dans l'entente entre l'AMESO et l'AFCSO: 1 à 900, 3 conseillers, 900 à 2 000, 4 conseillers, 2 000 à 4 000, 5 conseillers, 4 000 à 7 000, 6; et sept et au delà, 7 conseillers.

Notre Conseil est persuadé que tant que les conditions minimums sont satisfaites, c'est-à-dire, trois représentants, chaque Conseil devrait être autorisé à augmenter, au besoin, ce nombre et naturellement avec l'approbation du Ministre.

Un autre secteur d'inquiétude concerne le fait que les conseillers sont présentement élus par les contribuables francophones et anglophones et que pendant la période intérimaire, ils devront prendre la responsabilité de s'asseoir avec le Conseil de l'éducation de langue française et représenter par conséquent les contribuables francophones sans avoir un mandat précis de ces derniers, alors que les membres du Comité consultatif de langue française actuellement élus ont ce mandat précis. Nous espérons que ces membres se sentiront libres de se présenter aux élections du Conseil de l'éducation de langue française.

Par conséquent, recommandation 3: Notre Conseil recommande que pendant la période intérimaire, tous les membres du Conseil d'éducation de langue française soient élus au cours d'une élection du style Comité consultatif de langue française et que si les membres participant présentement aux délibérations du Conseil choisissent de se présenter à ce style d'élections et perdent, qu'ils soient autorisés à conserver leur siège en tant que conseiller anglophone du Conseil.

Le projet de loi 75 propose que l'élection de conseiller de l'instruction en langue minoritaire officielle soit une élection générale. De nouveau, il s'agit là d'un secteur qui doit rester aussi souple que possible, afin d'accommoder les besoins locaux de tous les Conseils. Le Conseil des écoles séparées catholiques romaines du comté d'Essex est en faveur de la représentation par régions.

Par conséquent, recommandation 4. Tandis que de nombreux Conseils ruraux ont juridiction sur de grandes régions, notre Conseil recommande que l'élection des conseillers de la section en 1988 soit par conséquent par zones de représentation et/ou générale et que la méthode de détermination de la représentation soit la responsabilité des sections respectives.

Le Conseil des conseillers est également soucieux du fait que les électeurs des conseillers francophones et anglophones soient identifiés avant l'élection de 1988.

Recommandation 5. Tandis que le projet de loi 75 requiert l'identification des électeurs qualifiés, selon la Sous-section 23 de la Charte canadienne des droits et libertés, notre Conseil recommande que le recensement municipal pour les élections de 1988 identifie les électeurs souhaitant revendiquer leur droit en vertu de la Charte de voter pour des conseillers francophones ou anglophones. La reconnaissance du besoin de parents anglophones qualifiés selon la Sous-section 23 de la Charte des droits et libertés d'être informés de leur droit de voter pour des conseillers de la section de langue française ou anglaise doit être une nécessité.

Page 5, le Conseil des écoles séparées catholiques romaines du comté d'Essex approuve la Section 277 (k) (2) (3) qui précise que l'éducation religieuse et les exercices religieux soient en dehors de la juridiction des sections. Cependant, une façon plus appropriée de traiter cet élément important pourrait-être la recommandation faite par le groupe de travail représentant la Conférence ontarienne des évêques catholiques, l'AFCSO et l'AMESO.

Recommandation 6: Les buts catholiques romains du Conseil doivent être de la responsabilité commune du Conseil et de chaque section d'instruction de langue officielle, respectivement. Le Conseil formulera et adoptera une déclaration politique sur le caractère catholique romain du système, conformément

aux lignes directrices de l'évêque local. Les sections respectives d'instruction de langue officielle mettront au point et en oeuvre des programmes d'éducation religieux catholiques romains conformément à la déclaration de politique du Conseil.

Le projet de loi 75 utilise le mot "minorité" assez libéralement dans tout le document. Nous sommes d'accord avec la position prise par l'AFCSO en ce qui concerne la définition de la langue minoritaire, en ce qu'il s'applique aux francophones en Ontario dans le document adressé à M. Sean Conway le 10 décembre 1985, page 1, Section 1.

Par conséquent, la recommandation numéro 7 recommande que tout le texte du projet de loi 75 soit revu pour assurer la clarification de la terminologie en ce qui concerne "minorité", comme cela s'applique aux francophones en Ontario, et qu'une autre phrasologie soit utilisée s'appliquant à la situation des groupes anglophones.

Enfin, le Conseil des conseillers reconnaît que le projet de loi 75, dans le véritable esprit de la Charte des droits et libertés, devrait également inclure la recommandation suivante: Numéro 8, le Conseil des écoles séparées catholiques romaines du comté d'Essex recommande que la langue d'usage de chaque section soit celle des écoles de sa juridiction et que le Ministre fournisse des fonds supplémentaires pour assurer des services de traduction, ce qui sera obligatoire si les conseillers francophones conduisent leurs réunions en français.

Le projet de loi 75 ne tient pas compte du fait que des différences d'opinions se produiront lorsque l'on aura affaire à deux groupes, et un mécanisme pour résoudre ces différences doit être mis en place. Par conséquent, la recommandation numéro 9: Alors que le projet de loi 75 ne prévoit pas de mécanisme pour la résolution d'une impasse dans le domaine des services centralisés, le Conseil des écoles séparées catholiques romaines du comté d'Essex recommande que la Commission d'instruction de langue soit nantie de pouvoirs d'arbitration, pouvoirs qui engageront un Conseil en cas d'impasse.

The Essex County RC Separate Board wishes to thank the Commission for the opportunity it has afforded all boards to explain their concerns and recommendations with regards to the implementation of Bill 75. The Minister may rest assured that our Board will implement the final bill as swiftly as possible,

fully believing in the right and the ability of Francophone ratepayers to manage and to conduct the education of Francophone children throughout the province of Ontario. Perhaps this implementation may only be an exercise or a stepping stone toward a full homogeneous French-language board in the future. If that occurs as the result of an expressed need on the part of Francophone ratepayers, then this Board will work hard towards the realization of that goal.

J'aimerais répéter en anglais, au cas où la traduction ne serait pas faite. Le Conseil des écoles séparées catholiques du comté d'Essex tient à remercier la Commission de lui avoir permis ainsi qu'à tous les Conseils scolaires d'exprimer ses préoccupations vis-à-vis le projet de loi 75 et à faire des recommandations sur son contenu. Nous tenons à assurer le Ministère de notre intention de le mettre en oeuvre promptement, vu que nous reconnaissons pleinement aux contribuables francophones le droit à une gestion réelle et directe pour l'éducation des enfants francophones dans la province de l'Ontario. Il s'agira peut-être là d'un simple exercice ou d'une étape importante vers la réalisation d'un Conseil homogène de langue française. Si cela se produit à la suite du désir exprimé par les contribuables francophones, notre Conseil se fera un devoir de travailler dans ce sens.

Je vous remercie, messieurs.

Monsieur le Président: Merci.

Des questions? M. Poirier.

Mr. Poirier: Thank you, Mr. Chairman.

Congratulations. Thank you for your presentation. I was looking ,at the end -- as you may have seen this morning -- we tend to ask all the groups their opinion about the relation between the two Bills, 75 and 30, simultaneously or one after the other? Could we please have your opinion on the subject?

Mrs. Beneteau: Yes. We have often discussed the subject and we are in the same position as the government will be as to which should come first. I agree with Dr. Philibert that, maybe, Bill 75 should have come first. But in our area, the French Language Advisory Committee of the Public Board has already said that it would not allow the transfer of the secondary school if Bill 75 was not implemented. So we're looking at governance before any transfer.

As far as we are concerned, it is difficult to receive -- to ask for the transfer of a school when we don't have the funds to operate it. So, I think that if we are to operate schools, we need financing. So, Bill 30 before Bill 75.

Mr. Poirier: Especially since you will inherit a school that already goes to grade 13.

Mrs. Beneteau: Exactly.

Mr. Poirier: M'hm. The other interesting point of view -- your recommendation on page 7 -- the sentence before last: "It could be a simple exercise or it could be an important step towards the establishment of a homogeneous French Language Board." Have people discussed this possibility -- this desire -- I don't know?

Mrs. Beneteau: Yes. I believe it would be well received in our region. It would mean -- and I believe that the francophone population trusts the francophone leadership at the moment, especially those in education -- to make sure that financing will be adequate. We might not want a system of French schools if the financing were to be inferior to what it is at the present. But it does not mean that we are not greatly in favour of a regional francophone system.

M. Poirier: So --

Monsieur le Président: M. Poirier, voudriez-vous s'il vous plaît aller un peu plus lentement?

Mr. Poirier: Certainly, M. Chairman.

We are usually asked to go faster with leadership, it is the first time we are asked to go slower.

Combien ce monde peut-être à l'envers!

The other point of view -- I found it interesting that you should describe, right at the beginning of your brief, in your so-called French school -- the proportion of francophones whose mother tongue is French but also -- and I daren't use the term "francophone", but as the Secretary of State refers to them -- the non-natives -- they are in fact anglophones of French origin who would like to go back to the source.

So, actually, in the same schools, you have students with French as a first language and students with French as a second language. I can understand the situation to a certain extent -- knowing a bit of the francophone situation in Essex. Is this a problem after the implementation of 30 and/or 75? And if so, how to you plan to correct the situation?

Mrs. Beneteau: We and Mrs. Bastien have discussed it and I'll hand over to her right now. I just would like to say that, at the moment, we cooperate very, very well with -- the anglophone or mainly anglophone parents. You are right to believe that it is a generation that was anglicized. The parents were mostly francophone; and you can hear the parents of these young children say, I am the last generation to be assimilated. From now on, my children and their children will have French schools -- will go to French schools.

We plan to study this question fully once the legislation is implemented. We really should wait to address it, because we realize that there are gaps that would be difficult to explain to anglophone trustees right now. We must make all necessary efforts to avoid a split in the community. Our aim is to work for the education of the students who are already francophone but you cannot alienate those who want to get their French back. So I think there is a realistic approach to take and I'll ask Mrs. Bastien to elaborate.

Mrs. Bastien: Yes. Certainly. As soon as we have -- simply to answer to our francophone trustees, we hope to set up classes where anglophones will be prepared in French to integrate French language classes. There are several ways to handle it. And then certainly, it would be to the advantage of the francophones and anglophones if we could find a structure for the South-West.

M. Poirier: Right. So, effectively -- and I appreciate -- I am glad that these people of francophone origin want to go back to the source, and it is very interesting, and I take off my hat to them. But what you really have at the moment is a system where the French school is used as an enriched immersion system, if you like, to avoid other terms. So, you think there is a solution to that once a system is implemented?

Mrs. Beneteau: Yes. We hope to accomplish that in a harmonious way. What will the future bring, we'll see -- but we certainly plan to address the

problem and in a harmonious way. There is no question of throwing anybody out. We'll study that so as to come to a just understanding between the parents of both sides.

Mr. Poirier: Perfect. I presume that when you look at those who qualify, according to your definition of the Charter, Section 23 -- you include also those francophones -- those anglophones who are of French origin.

Mrs. Beneteau: Yes. This is a question that we have often discussed. And we even thought of asking that section 2 be deleted. But we recognize that it is too difficult to remove these people who are francophones too once they have been allowed to enrol their children in our schools. We just could not say now, you have nothing to say for the well being of your children. So, we must --

Mr. Poirier: The precedent has been established.

Mrs. Bastien: That's it.

Mrs. Beneteau: Exactly.

Mr. Poirier: Perfect. Thank you very much for your explanations.

Thank you Mr. Chairman.

Monsieur le Président: D'autres questions?
Dr Allen.

M. Allen: Thank you, Mr. Chairman.

I like very much the way you express your opinions regarding Bill 75, for example, the pragmatic approach you take regarding religion, religious education in the schools, and also your suggestion that the French language education council be an entity formulated by the election of advisory committees. We have had the problem and we have explained the problem of having trustees elected as usual and others coming from an election -- as with advisory committees. And you have found a neat solution to --

Mrs. Beneteau: It was our intention.

M. Allen: Yes, yes. It is admirable.

But, firstly, one question. As far as you

are concerned, is Bill 75 essentially an interim measure or is it the end of the road, as we say?

Mrs. Beneteau: Mr. Allen, I would like it to be an interim solution and that the French Board be the end of the road. I can understand the problems the government faced to try and satisfy needs that are so varied in the province -- there are Ottawa-Carlton, the eastern regions, and there are regions in the province where the francophones are fewer. And personally, I am waiting for the results of the studies that are conducted in Ottawa-Carlton to see whether we could apply that here -- on a regional basis for us here. I'm looking forward to see how this will work. But I certainly do think that the legislation was a good start, and I believe that at the end we will find that the solution is to have francophone regional boards where the population is scarce.

M. Allen: Thank you.

Do you consider it necessary to revise this Bill, to better prepare the franco-ontarian population, with responsibilities -- like a trustee in a Board of Education -- for the arrangements -- for the enrolment of Franco-Ontarian -- to extend the jurisdiction of a French language section by incorporating the advisory committees in larger entities -- to examine the Franco-Ontarian education matters in the region? As far as I am concerned, this Bill should be pushed in that direction. Do you have a comment about such --?

Mrs. Beneteau: Yes.

M. Allen: -- such a revision?

Mrs. Beneteau: Yes. I do agree with you Dr. Allen. When we came back from the summer course of the AFCSO, this is exactly what I said to the media, that I saw all this as ending with regional matters.

As for francophone leadership, school trustees -- as you say -- you speak as if you wanted to prepare people a bit better -- I believe that the province is actually ready. There is maybe one field -- for the superintendents -- where I can see us in a minority position. Maybe we're not quite prepared yet.

And then -- as far as the school trustees are concerned -- seeing what goes on at the ACSO, I can tell you that the trustees are ready. We don't need to worry about that level. But there might be other fields. Then I think that that is the whole point.

It's a matter of redistributing say, in the region of Ottawa, of the North of Ontario. There are certainly superintendants who are ready to come South if we can get them to move.

But -- yes, I can see your point of view; that the legislation should include a clause that might give us an opting-in, if you want -- an opting-in clause. And then we're studying seriously the possibility of making those homogeneous regional boards possible.

M. Allen: Thank you very much.

Mrs. Beneteau: Thank you.

Monsieur le Président: M. Bossy.

M. Bossy: Oui. Juste dans un but de clarification et connaissant très bien le comté d'Essex, ainsi que l'importante population de francophones qui réside dans le comté d'Essex, je me demande -- le Conseil actuel, Conseil scolaire séparé -- combien de membres francophones font partie de ce Conseil actuel?

Mme Beneteau: Bien, nous commencerons par dire qu'il y a divers degré de francophones. Pourriez-vous croire que pour le nombre, nous avons 14 conseillers à notre Conseil et sur ces 14, sept peuvent se prévaloir des droits de la Section 23 de la Charte. Maintenant, sur ces sept, quatre d'entre-eux sont probablement à même de converser et de comprendre couramment le français. Les autres seraient des gens ayant reçu une éducation en français, mais qui ont oublié le français ou ne l'utilisent jamais même si leur langue maternelle est le français car ils ne l'ont jamais étudié. Vous avez donc toutes ces variations. En fait, la moitié des membres de notre Conseil peuvent se prévaloir des droits de la Section 23 de la Charte.

M. Bossy: Et la plupart sont à l'aise pour converser en français?

Mme Beneteau: Trois ou quatre d'entre eux seraient à l'aise. Peut-être cinq. Vous pouvez même inclure ---

M. Bossy: Les autres ne seraient pas à l'aise ---

Mme Beneteau: C'est exact.

M. Bossy: --- comme moi, mais je comprends tout.

Maintenant, je me demande, lorsque nous parlons de trois membres pour des nombres de 1 à 900, et cela -- parfois. Maintenant, dans la plupart des cas, vous vous retrouverez presque automatiquement avec la moitié d'un Conseil parlant couramment le français et ce, à cause de la population.

Mme Beneteau: M'hm.

M. Bossy: Vous avez donc une sorte d'incorporation naturelle -- les chances sont que vous auriez une bonne représentation sur le Conseil. J'essaie de me rappeler -- et à moins qu'il y ait un échec des contingents français, de personnes qui peuvent être intéressées à servir les deux Conseils -- mais je suis sûr que cela n'arrivera pas dans ces régions. Donc vos chances d'avoir une représentation assez forte sont très bonnes, quels que soient les chiffres.

Mme Beneteau: Notre point de vue était que quel que soit le nombre de personnes participant à un Conseil ou leur désir de passer dans le groupe français, cela n'est pas démocratique. Maintenant, je représente -- il se fait que je représente une région à forte population de francophones. Mais, je présumerais beaucoup en pensant être la personne qu'ils souhaiteraient avoir. Peut-être que non. Et je serais personnellement préparée à parier. Et je me présenterais à une élection style Comité consultatif de langue française. Si je perdais, je serais prête à abandonner mon siège de l'autre Conseil. Cependant, j'ai pensé -- nous avons essayé de penser sur la façon dont le gouvernement s'y prendrait. Je ne pense pas que vous pourriez retirer un siège à un fonctionnaire municipal dûment élu. Même si ces temps sont exceptionnels, nous avons pensé que vous pourriez avoir quelque difficulté et c'est pourquoi nous pensons qu'ils pourraient retourner au Conseil et participer aux délibérations du groupe anglophone.

Mais vous voyez, je crois fermement que les francophones devraient avoir l'occasion d'exprimer leurs désirs. Pour le nombre de personnes -- s'il y en a sept d'entre nous, nous ne devrions pas être automatiquement transférés. Cela ne serait pas équitable pour l'autre côté du Conseil. Et en même temps, sur ces sept -- même si vous souhaitez en mettre trois ou cinq -- il devrait également y avoir un choix de francophones. Ces personnes qui ont été élues -- les

membres du Comité consultatif de langue française qui ne feraient plus partie de l'un autre Conseil -- devraient avoir le droit de participer.

Maintenant, ce que je considère également c'est que la plupart des Conseils séparés n'ont pas beaucoup d'écoles secondaires dont ils doivent s'occuper. Il y en a peut-être une et même alors là uniquement avec des classes de 9^e et 10^e. Et je trouve que les Comités consultatifs de langue française pourraient avoir l'occasion d'être élus au cours d'une réunion style Comité consultatif de langue française. Il n'y aurait pas de frais pour la province. Je ne me prononcerais pas en faveur d'élections à l'échelle provinciale, réalisant que cela serait un processus coûteux. Mais je vois des élections style Comité consultatif de langue française comme une façon très démocratique de laisser la population francophone exprimer ses désirs pour faire savoir qui elle souhaite y voir siéger pour la représenter, car je pense qu'il va y avoir une période critique de un ou deux ans pour la mise en oeuvre du projet de loi 75.

Si, vous savez, spécialement avec ce type de législation, lorsque la législation déclare que même l'abandon de pouvoir -- s'il arrive que deux personnes siégeant à ce Comité particulier et qu'elles soient prêtes à abandonner leur pouvoir, elles pourraient techniquement tout abandonner. Nous perdrons tout ce que nous avons essayé de gagner et nous devrions attendre jusqu'à la prochaine élection avant de retrouver ces pouvoirs.

Il y a donc là plusieurs mécanismes. Même pour développer les relations avec notre Conseil -- avec l'autre partie du Conseil -- il serait important qu'ils reçoivent un mandat de la population. Autrement, j'ai le sentiment que la population francophone peut toujours revenir et déclarer "Nous ne voulons pas ces personnes. Nous ne les avons pas élues. Ils ont présumé que nous voulions les voir nous représenter."

M. Bossy: Merci.

Monsieur le Président: M. Guindon.

Mr. Guindon: Thank you Mr. Chairman.

Just to clarify things for me regarding the Essex County -- those 2 094 students that are enrolled in French separate schools, do they include the school L'Essor?

Mrs. Beneteau: No, no. We did not include it in --

M. Guindon: How many students are enrolled at L'Essor?

Mrs. Beneteau: At L'Essor, there are about 600 -- close to 600 -- 585 -- something like that.

M. Guindon: So, as it is, there is some kind of duality? There are students in grades 9 to eleven in the separate system and there students in grade 9 to 11 in the public system?

Mrs. Beneteau: No, no. L'Essor is a public school which goes from grade 9 to grade 11.

M. Guindon: Yes.

Mrs. Beneteau: -- and then, there are French separate catholic students who go there, but it is a public school. There is also -- We also have a secondary separate school that is mixed. We have French classes in that secondary school. We count those students as ours. So, we have three classes in grade 9 or four classes in grade 9, four classes in grade ten, two in grade 11, two in grade 12. It is not quite a French school as you can see. It is also a situation that will need looking into after the Bill --

M. Guindon: That helps. Thank you.

Monsieur le Président: Merci beaucoup.

Mme Beneteau: Merci, messieurs.

Thank you for your patience. It was a pleasure.

Monsieur le Président: Si tel est votre désir, vous serez à la maison plus tôt.

La présentation suivante est de l'Association française des conseils scolaires de l'Ontario: Jeanne Mongenais. Si d'autres personnes vous accompagnent, vous pouvez les amener à la table.

Veillez commencer votre présentation.

FRENCH ASSOCIATION OF ONTARIO SCHOOL BOARDS

Mrs. Mongenais: The French Association of Ontario School Boards area 5 is pleased to have this

opportunity to communicate its feelings regarding Bill 75.

Area 5 is one of the five areas of The French Association of Ontario School Boards. Its members are the French consultants and the members of the French Language Advisory Committees of the Windsor, Essex, Kent, Lambton, Huron, Bruce, London and Oxford Boards. In that region, the French community is quite numerous and fairly structured in the Windsor-Essex region as well as in several francophone islands elsewhere.

Our Provincial Association has already presented a brief to you in Ottawa last week. Area 5 supports of course the ideas presented in this brief. The aim, here, is to insist on some of them that are particularly important in this region.

The French Language Advisory Committee of the Lambton Board does also agree with this brief. But their numerical and geographical situation being different, they will present their own brief.

As indicated in the Association's brief, the Bill offers improvements compared to the present situation. But the more we examine the kind of school governance proposed, the more it becomes evident that the only valid alternative is the establishment of homogeneous school boards. As a matter of fact, if the government really wants to conform to the decision of the Court of Appeal, it is the only way to give governance to the francophones.

Area 5 is of that opinion and wants to support it by bringing three particular aspects to your attention. First of all, in the transition period and on a long term basis, the Bill only allows for French Language Advisory Committees in certain places. The Windsor francophones, for example, who are quite numerous compared to other school jurisdictions, would be in that situation until 88.

Now, at the best, a French Language Advisory Committee only advises. We could not therefore say that the Windsor francophones effectively have school governance. And this would go against the spirit of the judgement of the Court of Appeal.

Secondly, the establishment of French language sections and of French language education councils, and the sharing of responsibilities that this implies does not either constitute real governance.

With such a system, matters that are the concern of both groups are very important matters that have to do with the operation of the schools. The choice of the director of education for example. Even if a system of double majority were established for these matters, this would indirectly give each group some kind of veto on what the other wants.

Thirdly, to emphasize a situation even more deplorable in the absence of a homogeneous board, I repeat that in Windsor-Essex, the francophones are a quite well structured community. At the moment, the young people from this community are under the jurisdiction of four different boards.

Worse even, with the extended funding of the separate school system, the taxpayers will no more elect representatives to the Education councils. It could still be possible that, in certain regions, ours included, the elementary French schools would be the concern of the separate system while the secondary schools would be that of the Education council. A francophone taxpayer who has children at both levels would, because of his designation, be deprived of participating in the election of one of the boards operating the school of one of his children.

In short, any bill that does not allow for the establishment of homogeneous school boards where the francophones want it, including Bill 75, will necessarily present deficiencies. It is the area 5 belief that the mandate of the Roy Committee should apply to the whole of the province, or that another committee be established to do so.

The government has already accepted the principle for the Ottawa-Carlton region. Area 5 is very pleased with this decision. It shows the importance of such a system for other parts of the province. And this is why it says that a homogeneous French Language School Board is the solution for area 5, and in the very near future.

We want to make a point of the fact that this concept can be applied to area 5 as well as to Ottawa-Carlton on the condition that the grouping together of francophones be allowed without consideration for the present school boundaries. It goes without saying that everywhere they would be established, these French Language School Boards should be adequately and fairly financed so that they could offer to their clientele the kind of services that any other board could offer, while satisfying particular

needs.

I thank you very sincerely for the consideration you give to these ideas.

Monsieur le Président: Merci

D^r Allen.

M. Allen: Thank you, Mr. Chairman.

I really appreciated your brief and I think, as you do, that it is necessary to promote homogeneous boards in this province as soon as possible. It is very, very important to revise this project to make this objective possible.

A little information maybe -- in the area 5 of your Association -- how many franco-ontarians -- how many students for a grouping?

Mrs. Mongenais: Yes. In the Windsor-Essex-Kent area, there would be 3 000 francophone students and in the other little islands, it would be about 2 500 -- 2 600.

M. Allen: Aiming for an adequate development for these students and both educationally and culturally etc. is it -- do you think -- a sufficient number to achieve these objectives in your community?

Mrs. Mongenais: Absolutely. As for the how -- I don't know how it will be done but I can tell you. It is up to the committee to find how.

Mr. Allen: Yes. Thank you.

Monsieur le Président: M. Poirier

Mr. Poirier: Thank you, Mr. Chairman.

As you say it yourself in your presentation, the area 5 AFCSO gets its inspiration and uses liberally the presentation made in Ottawa by the provincial AFCSO. Then, when the provincial AFCSO -- and mainly and precisely area 1 -- came to tell us basically what you are saying. It was using the Foucher report. --

Mrs. Mongenais: Yes.

M. Poirier: -- to elaborate on the structure it recommended. Would it be about the same structure as the one you would recommend for area 5? Are you also using the Foucher report totally or partly? What do you have to say on that subject?

Mrs. Mongenais: It's practically the same thing, yes --with the rights acquired -- the religion. And then because the Foucher report insists on homogeneous boards for the regions. And, yes, this is what we're asking for.

Mr. Poirier: So, in your community, have the francophones and the catholics made some kind of agreement, that they would be ready to act with this kind of recommendation? That is those who want -- that it be the catholic or the public aspect -- is there an agreement, made by the francophones on that aspect?

Mrs. Mongenais: I did not think we were going to talk about extended funding right now. We have tried to study to see, for example, whether the school L'Essor would become catholic. And then, at the moment, I don't think that there is any consensus. And then I think that there is an ad-hoc committee that was formed about seven years ago, eight, that had meetings in almost all of the villages in Essex County and in Windsor too.

Because of a lack of representation at each of those meetings, there is no consensus yet, but I think that very soon, that will come but it does not mean that there are no problems.

Mr. Poirier: So, if I understand well reading between the lines -- and please correct me if I am mistaken -- you seem to prefer that Bill 75 come before Bill 30. Am I mistaken?

Mrs. Mongenais: Yes.

Mr. Poirier: So that's it.

Mrs. Mongenais: Yes. We would prefer governance first.

Mr. Poirier: There we are.

Mrs. Mongenais: But with transitory measures different from what Bill 75 proposes. Because Windsor would be the only town to keep the advisory committee. Even if we have -- for example, at the L'Essor school, we have 256 students who go there.

It's more than in Essex. We have no rights in the school. But it is our -- we buy education from the Essex County. There is an agreement between the two, the Essex County and Windsor. We knew there could only be one school; there were not enough students to have two French secondary schools. So we opted for that school in -- in this part of Essex because it was the most central for all the students. So, now that the school is established there, the Windsor trustees have no say in how the school is run.

Mr. Poirier: M'hm.

Mrs. Mongenais: So, if we go on with Bill 75, we have no French module in Windsor. Do you understand?

Mr. Poirier: M'hm. I see.

Mrs. Mongenais: So one should buy -- I mean, there should be some kind of continuity with the FLACs, then we know there is no governance with the FLACs. Even if you give the president a seat at the Board, it's not the answer.

Mr. Poirier: No. Even more so if you consider the history of L'Essor.

Mrs. Mongenais: That's right.

Mr. Poirier: Thank you.

Thank you Mr. Chairman.

Monsieur le Président: D'autres questions?
Merci beaucoup.

Ces délibérations seront imprimées dans les deux langues officielles. Nous n'utiliserons pas votre version en française pour la traduire plus tard en anglais. C'est la raison pour laquelle il est très important que vous disiez aux personnes qui prendront la parole après vous de parler plus lentement que vous ne l'avez fait.

Mrs. Mongenais: Good, thank you.

Monsieur le Président: Je pense que le présentateur suivant est à la table.

Aucun d'entre eux ne va se joindre à vous?
Oh, bon.

Pour le Comité consultatif de langue française, Conseil de l'éducation du comté de Lambton: Mona Bisson.

Mrs. Bisson: Thank you.

Monsieur le Président: Excusez-moi. M. Guindon me remet maintenant quelque chose de différent, mais je devrais vous écouter.

FRENCH LANGUAGE ADVISORY COMMITTEE OF THE LAMBTOM COUNTY BOARD

MRS. BISSON: HELLO.

This is the brief presented by the French Language Advisory Committee of the Lambton County Board to the Standing Committee on General Government.

Sirs, we are very pleased to have this opportunity to express our opinion regarding Bill 75.

Lambton County is situated North of Kent County, along the St. Clair River and Lake Huron. There is only one French school; this elementary catholic school is situated in Sarnia. In September 1985, there were just over 400 students enrolled.

At the secondary level, the secondary public school Northern Collegiate Institute and the Vocational School offer courses in French. In September 85, 80 francophone students were enrolled at Northern while there were 1 484 anglophone students.

Bill 75 gives us at last the possibility of some kind of governance of our French schools. Our Provincial Association has already presented a brief in Ottawa on April 2nd. We support the ideas presented in this brief. The aim, here, is to insist on some of them that are particularly important to us.

Reference 277 (p), paragraph (1): "At the request of their French language section, two boards or more can establish a liaison committee. " A liaison committee would be desirable in any case, particularly during the transition period. In our County, we have two schools in two different systems. A liaison committee could ensure good coordination between these two schools.

Reference 277 (k) (1), number (3), concerning the fields of competence. "The planning, the creation, the implementation and the delivery of

programmes, with the exception of religious education..." We want total jurisdiction as far as religious education is concerned. Given the very small number of our students, we cannot afford to lose a single student because of religious education. We must be the only ones to make decisions regarding religious education.

Reference 277 (v) (3) (a), "to possess the requested qualities to be elected a member of the Board." During the transition period at least, we would like the qualities to be elected a member of a French Language Board to be the same as they are for the election of a French Language Advisory Committee. Again, given the small number of our students and the fact that they are under the jurisdiction of two different boards, we would prefer that the definition "Francophone" be the only criterion to be elected a member of a French Language Board. This could be broadened for the subsequent elections of trustees for the French language section.

We thank you very much for taking the time to listen to us and we hope that the interests of a small community such as ours can be given consideration in Bill 75.

The appendix: the words "elector" and "taxpayer"; it seems desirable to us that these words be properly defined in the law. At the moment, in the Education Act, these words appear to be synonymous when it comes to deciding who can vote and who can be elected.

Thank you. I would like now to introduce my colleague Monique Martel, Vice-President of the French Language Committee.

Monsieur le Président: Monique, avez-vous quelque chose à dire?

Mme Martel: Non, pas vraiment, si vous avez des questions, je peux répondre.

Monsieur le Président: M. Guindon. Y a-t-il une question.

Mr. Guindon: Thank you, Mr. Chairman.

To help me get a clear idea, Sarnia is part of Lambton. Good -- it is the concern of your Advisory Committee. What is the francophone population in Lambton? Not just in number of students.

Mrs. Bisson: According to the census, there are 5 000 francophones in Lambton County.

Mr. Guindon: And what do you know of them?

Mrs. Bisson: The majority of them are in the town of Sarnia. Then, we have a school in the separate system, the Ecole St. Thomas D'Acquin. And once -- our graduates from this school go to Northern to take the French courses offered or they have the choice of going to the catholic school, Saint Patrick's High School, to continue their religious studies. The majority of students go to Northern. Two thirds, probably, of the grade 8 graduates go to Northern to continue in French.

We don't have a complete programme. We have started this year to give four courses to the grade 9 students. So they can take French, Geography, History and -- no, no History in grade 9 -- Mathematics and Science in grade 9.

Mr. Guindon: Those are only classes, not a school.

Mrs. Bisson: No, no. We have 80 students in a school that has 484 anglophone students. So, we are quite a minority.

Mr. Guindon: Do you think you could attract more francophone students, enough to have a secondary school?

Mrs. Bisson: We thought that -- with the extended funding, if the transfer were to take place at the level -- at the Separate School Board, that we would have more francophones. Instead of 80, we might have 100 of them. And in that case, we were wondering whether we would be entitled to have a French language entity within the Ecole Saint Patrick.

Mr. Guindon: And at the elementary level, what is the forecast -- will you face an increase or a decrease?

Mrs. Bisson: I think that -- if the economy is stable, there is no construction in our region -- I think it will decrease rather than increase, because the school -- we have several students whose fathers work in the construction business. And if there is no construction, they have to move.

Mr. Guindon: The francophone population of Sarnia, where does it come from? From Quebec? From the East of Ontario? From the North?

Mrs. Bisson: I come from Ontario; Monique is from Quebec.

Mrs. Martel: From about everywhere.

Mrs. Bisson: Yes. Many French-Canadians moved here during the war, when Polymer opened the factory. And many francophones came, I would say in 42, 43 -- The French school started after that.

Mr. Guindon: Thank you, Mrs. Bisson.

M. Allen: Thank you again, Mr. Chairman.

I appreciate very much the brief of the French Language Advisory Committee of the Lambton County School Board. I have a few questions.

First of all, does the French Association of School Boards area 5 include also the members of advisory committees of your region?

Mrs. Bisson: Yes. We are part of area 5. Area 5 goes from Windsor to Woodstock; it includes Sarnia-London and Woodstock-Chatham.

M. Allen: In your comments, you spoke about your own schools. How would you see a grouping together of the Franco-Ontarians from this area 5 to, eventually, organize a homogeneous school board?

Mrs. Martel: In a homogeneous board with area 5, we -- it might be an advantage, but we're not sure. It all depends on the organization of the homogeneous board. We find that, in Sarnia, we are very far from Windsor. Then, we don't really know if a homogeneous board would be to our advantage. One would have to see, before, what kind of a board, because we are, after all, very far from the Windsor region.

Mr. Allen: Yes. Generally, the efficiency of an administration is based on numbers, right?

Mrs. Martel: Yes

Mr. Allen: And that is an important consideration. For you, other factors, like the distance, create problems at the moment.

Mrs. Martel: Yes. Particularly at the secondary level.

Mr. Allen: Yes.

Mrs. Martel: We cannot see our students having to travel far to attend a French school.

Mr. Allen: Yes. Then, regarding your suggestion of broadening the French language Section by incorporating two sections, two boards. In your opinion, is it necessary to have, in the Bill, such a consultative arrangement between the sections and advisory committees as well? At the moment, there is no provision in the Bill for liaison committees between advisory committees --

Mrs. Martel: Yes.

Mr. Allen: -- but what is your opinion.

Mrs. Martel: Yes. We think that a liaison committee between the two boards would be a good thing, especially from now on --especially if, maybe, the extended funding takes place -- that it would be good to have a liaison committee between the two boards because we have students in the public system and students in the separate system.

Does this answer your question?

M. Allen: Yes, Thank you.

Monsieur le Président: D'autres questions?

Merci beaucoup.

La dernière présentation de ce jour est celle de l'Association des enseignants catholiques anglophones de l'Ontario -- Ottawa unifié. Soeur Anna Clare, que nous avons rencontrée ailleurs dans la province et qui s'est montrée très patiente pour avoir l'occasion de nous parler. Veuillez s'il vous plaît nous présenter les personnes qui vous accompagnent.

ASSOCIATION DES ENSEIGNANTS CATHOLIQUES ANGLOPHONES DE L'ONTARIO -- OTTAWA UNIFIÉ

Soeur Clare: Merci, monsieur le Président. Je suis heureuse de vous présenter Mme Suzanne Jones qui est l'ancienne présidente de l'unité de Carleton de l'Association des enseignants catholiques anglophones de l'Ontario et Paul Howard, qui est un assistant de

notre bureau provincial.

En tant qu'éducatrice catholique ayant une considérable expérience dans l'enseignement en Ontario auprès des Conseils des écoles séparées bilingues de Timmins et d'Ottawa, je suis heureuse de l'occasion qui me permet d'exprimer certains points de vue en regard au projet de loi 75, une loi modifiant la loi sur l'éducation.

Je présente cet exposé aux noms des unités de Carleton et d'Ottawa de l'Association des enseignants catholiques anglophones de l'Ontario et cet exposé a trait aux préoccupations de quelques 1300 enseignants, 800 de Carleton et 500 d'Ottawa. Nous avons, au sein de l'Association des enseignants catholiques anglophones de l'Ontario, deux unités distinctes, mais nous avons des domaines communs de préoccupation ainsi que des recommandations communes qui, nous croyons, répondent aux besoins uniques d'Ottawa et de Carleton.

Je remercie le Président et le secrétaire de m'avoir permise de me présenter, ici à London, devant le Comité car je n'ai pas vu l'avis des délibérations dans notre journal local d'Ottawa.

Bien que nous soutenions le principe du projet de loi 75 pour établir une gestion des groupes de langue minoritaire, nous constatons qu'en fait, seuls les groupes de langue française se voient offrir ce droit dans la législation proposée. Dans certaines régions de la province, y compris Ottawa-Carleton, les groupes anglophones forment souvent la minorité.

Selon la Section 277 (d), nous sommes d'accord qu'une inscription de 300 ou de 10 pour cent d'élèves francophones résidents justifie une gestion de la langue minoritaire. Nous demandons cependant que le projet de loi 75 soit modifié afin d'assurer que la même formule soit appliquée lorsque les étudiants anglophones représentent une minorité.

La Section 277 (f) garantit que le pourcentage de conseillers francophones par rapport au pourcentage total de conseillers corresponde au pourcentage d'étudiants des modules francophones par rapport au nombre total d'étudiants inscrits. Cette Section n'établit pas ces droits pour les contribuables anglophones lorsque leurs étudiants consistent une minorité. Nous suggérons que cette contradiction soit rectifiée par une modification du-projet de loi.

La Section 277 (1) (6), traitant des services centralisés créent un problème lorsqu'un groupe majoritaire et un groupe minoritaire se présentent ensemble pour voter pour une élection centrale, cela ne manque pas de créer une inégalité.

À la lumière de nos inquiétudes à l'égard du projet de loi 75 et de l'intention affirmée du Ministre de l'éducation, intention annoncée le 12 décembre 1985, de considérer la création d'un Conseil francophone homogène dans la municipalité d'Ottawa-Carleton, j'ose espérer que le Comité considérera une approche progressive pour toute stratégie de mise en oeuvre. En utilisant une telle approche, le gouvernement assurera une protection contre tous les transferts injustifiés et répondra aux besoins locaux. Il y a un rapport très direct entre l'éducation et la communauté locale.

Nous aimerions vous présenter le modèle suivant: Conseil francophone d'Ottawa-Carleton; Conseil des écoles séparées anglophones d'Ottawa; Conseil des écoles publiques anglophones d'Ottawa; Conseil des écoles séparées anglophones de Carleton; Conseil des écoles publiques de Carleton.

Ce modèle proposé par l'Association des enseignants catholiques anglophones de Carleton et d'Ottawa est envisagé pour janvier 1987, jusqu'aux prochaines élections de Conseil de novembre 1988. Ceci couvre une période de 23 mois et cette période semblerait être suffisamment longue pour que les Conseils soient opératifs et puissent être évalués.

Il convient de noter que nos conseillers des écoles séparées qui ont été élus en novembre 1985 pour représenter les contribuables des écoles séparées auprès des Conseils publics ont été élus pour seulement 13 mois, car leur mandat prend fin le 1^{er} janvier 1987. À Ottawa et Carleton, ces conseillers représentent la population anglophone et francophone. Si, en novembre 1986, ils se présentent pour un nouveau Conseil, ils apporteront aux Conseils nouvellement formés une mine d'expérience pratique.

Le fait de regrouper les étudiants francophones d'Ottawa-Carleton au sein d'un Conseil donnerait un nombre suffisant d'étudiants et une assiette d'impôt pour soutenir les écoles offrant une instruction en français. En même temps, nous pensons que les quatre Conseils existants auraient un nombre suffisant d'étudiants et de contribuables pour continuer d'être opératifs en tant qu'entités distinctes.

Nous considérons qu'il serait plus acceptable de laisser les quatre Conseils existants fonctionner car chacun d'eux croit combler les besoins de ses contribuables. Le fait de démanteler ces quatre Conseils ou d'essayer de les amalgamer serait considéré comme un pas en arrière, non seulement par les enseignants mais également par les contribuables.

Actuellement les quatre Conseils existants servent les besoins d'Ottawa-Carleton de façons uniques et différentes. Lorsque dans les années 1960, le gouvernement a amalgamé des petits Conseils, il a laissé Ottawa comme une entité séparée et amalgamé les nombreux Conseils de la région de Carleton. Les quatre Conseils ont leurs propres enseignants, programmes, bâtiments et budgets. Ces Conseils essaient réellement d'offrir une éducation de qualité tout en répondant aux besoins uniques des municipalités d'Ottawa, de Rockliffe Park et de Vanier, des municipalités de Kanata, de Nepean et de Gloucester de la région de Carleton et des cantons d'Osgoode, de West Carleton, de Cumberland, de Goulbourn et de Rideau.

Le modèle que nous proposons ne priverait pas de leurs droits de représentation les contribuables anglophones à Vanier où il y a actuellement un conseiller de langue française, pas plus qu'il ne priverait de leurs droits de représentation les contribuables francophones de Gloucester et de Cumberland ou les contribuables francophones Kanata, Nepean, Osgoode, West Carleton, Goulbourn et Rideau. Le droit de représentation des contribuables serait conservé et les conseillers seraient à même de répondre aux besoins locaux uniques.

Les enseignants travaillant dans le cadre de ce modèle présenteraient les programmes actuellement en place et qui sont très différents à Ottawa et Carleton. Par exemple à Ottawa, les contribuables anglophones ont le choix entre un programme bilingue ou uniquement en langue anglaise. Il est significatif que 97 pour cent des étudiants anglophones appartiennent à notre programme bilingue dans nos écoles anglophones. À Carleton, où dans les écoles anglaises certains étudiants suivent le programme d'immersion en français, la plupart des écoles séparées offrent un programme en français de 75 minutes.

À Ottawa et Carleton, les parents et contribuables aimeraient que ces programmes soient poursuivis, car ils satisfont actuellement aux besoins des contribuables, parents et enfants. Le projet de loi 75 ne doit pas démanteler une éducation de qualité.

Le recensement de l'électorat devrait avoir lieu au début de l'automne 1986 et les recenseurs devraient recevoir des instructions précises de façon à ce que la Section 23 de la Charte des droits et libertés ne soit pas violée. Le nom d'un électeur n'est pas une véritable indication de sa langue ou de ses croyances religieuses.

Afin de rendre justice à l'électorat et aux étudiants de nos écoles, on devrait encourager à ce que les créniaux d'éducation de la région d'Ottawa-Carleton soient les mêmes. Ceci empêcherait les contribuables, spécialement ceux qui n'ont pas d'enfants ou ceux dont les enfants ont appartenu au système scolaire, d'être tentés de vouloir à ce que leurs impôts avec le Conseil avec le plus faible créneau d'éducation.

Le gouvernement doit être préparé à s'assurer que l'assiette d'imposition et de subvention pour chacun des Conseils soit suffisante pour fournir une éducation de qualité, que les enfants appartiennent à des Conseils publics, séparés ou français. Une élection pour les conseillers scolaires tenue à Ottawa et Carleton à l'automne 1986 pourrait servir de modèle au reste de la province.

Actuellement, à Ottawa, nos conseillers anglophones, bien qu'ils servent la majorité des étudiants anglophones, sont gênés dans leurs prises de décision par une majorité de conseillers francophones représentant moins d'étudiants. Nous pensons qu'il ne devrait pas en être ainsi et le plus tôt la population anglophone se trouvera dans une situation plus équitable, mieux cela sera.

Actuellement les négociations ont abouti pour les enseignants francophones d'Ottawa et Carleton, mais les enseignants anglophones d'Ottawa et Carleton n'ont pas de contrat et éprouvent beaucoup de difficultés dans leurs négociations. À Ottawa, certains conseillers de l'équipe de négociations du Conseil sont des francophones et pour eux, un accord avec les enseignants anglophones ne représente pas une priorité. Bien que les conseillers de l'équipe de négociations du Conseil de Carleton soient des anglophones, il est difficile d'arriver à un accord lorsque les intérêts de la moitié des conseillers ont déjà été satisfaits.

Il semble, avec le projet de loi 75, que la principale préoccupation consiste à avoir plus d'argent dans les coffres à diviser lors de l'établissement du Conseil francophone. J'ai lu et entendu plusieurs exposés dans lesquels les conseillers francophones

déclarent souhaiter avoir des pouvoirs exclusifs pour les écoles françaises, tout en pouvant, voter sur des questions essentielles pour tout le Conseil. Ceci affectera nos écoles de langues anglaises. Nous ne pensons pas que dans la situation présente les Comités consultatifs de langue française et ceux de langue anglaise travaillent efficacement. Et nous recommandons expressément à votre Comité de recommander d'une façon décisive de venir à bout de ce problème. Nous recommandons fortement l'établissement à Ottawa-Carleton d'un Conseil scolaire de langue française pour janvier 1987 sans démanteler les quatre Conseils existants.

À l'avenir et pour le reste de la province, nous aimerions que la loi sur l'éducation et le projet de loi 75 soient modifiés afin de faire référence aux sections minoritaire et majoritaire du Conseil.

L'établissement d'un Conseil de langue française à Ottawa-Carleton exigerait une formule pour répartir les avoirs et obligations des Conseils existants. Nous recommandons qu'une formule équitable et juste soit mise au point par le Ministère de l'éducation et soit appliquée par les conseillers représentant les Conseils publics et séparés ainsi que les contribuables francophones et anglophones.

Avoir une législation sur un papier est une chose, mais expérimenter la situation réelle est une autre chose. Je pense que le fait d'essayer de satisfaire les justes demandes des conseillers, étudiants, parents et contribuables francophones ne doit pas ignorer les besoins et le développement de la Section anglophone. Il est temps de se sensibiliser à tous les besoins des deux groupes de langue officielle. Je pense que le projet de loi 75 devrait être aussi complet que possible.

Ayant déjà présenté de nombreux exposés, je suis, plus que jamais consciente du temps et des efforts nécessaires aux membres d'un Comité pour accomplir son mandat. J'exprime par conséquent, à tous, ma sincère appréciation. Merci.

Monsieur le Président: Merci.

D^r Allen.

M. Allen: Monsieur le Président, comme vous, je regrette que Soeur Anna Clare ait eu à faire tout ce déplacement pour se présenter devant nous, mais qu'elle l'ait fait constitue certainement un témoignage

de sa persistance et de celle de son organisation.

Je pourrais peut-être commencer par vous demander si vous n'avez pas fait preuve d'un peu de négligence lors de votre lecture du projet de loi 75 à l'égard des dispositions pour la minorité anglophone, lorsque ce groupe est dans une situation minoritaire. Par exemple, je lis de la Section 272, Sous-section C-3 -- non -- trois, où il est énoncé que les Sections 260 à 273 s'appliquent avec les modifications nécessaires à l'égard des Comités consultatifs de langue anglaise. Et il y a une section plus loin dans le projet de loi -- au moins une, peut-être plus -- mais je pense à la Section 277 (y) de la page 20: "Il y aura un Conseil de l'éducation de langue anglaise et cette partie s'appliquera avec les modifications nécessaires, etc. etc.

On a essayé d'établir une disposition parallèle pour la minorité anglophone lorsqu'elle est une minorité. Et vous pourriez peut-être réexaminer le projet de loi 75 et voir si la façon dont ces dispositions sont énoncées pourraient satisfaire vos besoins. Je pense que certaines références sont faites à ce sujet. Je me demande si je comprends ce dont vous voulez parler et si j'ai manqué quelque chose.

Soeur Clare: J'ai connaissance des Comités consultatifs de langue française et des Comités consultatifs de langue anglaise, mais je préférerais qu'on les appelle Conseils de langue minoritaire et Conseils de langue majoritaire et cela devrait s'appliquer à toute la province.

M. Allen: Je pense que cela s'appliquerait à toute la province, quelle que soit la terminologie. Mais je pense qu'il y a un point -- je ne l'ai pas tout à fait résolu dans mon esprit -- mais en termes de facilité de langue, l'emploi de minorité, majorité serait très utile dans de nombreuses clauses concernées. Je suis d'accord.

Je comprends ce dont vous parlez lorsque vous parlez de conserver un modèle à cinq Conseils et à certains égards, je pense, votre représentation est mieux faite devant la Commission Roy que devant nous car nous n'avons aucune juridiction sur cette question, bien que nous ayons posé de nombreuses questions à son sujet, spécialement M. Poirier, M. Guindon et moi-même.

Mais une chose n'est pas très claire en page 5. Pourquoi serait-il impossible, dans le cadre d'une structure à trois Conseils, de continuer à offrir les

genres de programmes existants actuellement à Ottawa-Carleton -- dans le cadre d'un Conseil de Carleton et le cadre d'Ottawa à l'égard des programmes français. Il devrait être possible que des écoles optent pour une sorte ou une autre de programme, selon la façon dont elles souhaiteraient agir dans l'intérêt de leurs étudiants. Est-ce que cela est réalisable?

Soeur Clare: Je pense que ce serait une mauvaise idée de démanteler les Conseils maintenant. Je pense que l'établissement d'abord d'un Conseil de langue française, puis possiblement, pour les élections de 1988, l'amalgamation d'Ottawa-Carleton, si le Ministre l'approuve -- je pense que les Conseils ne pourraient être amalgamés que sur mandat du Ministre car Ottawa est, comme vous le savez, très avide des programmes de langue française pour les étudiants anglophones. Et nous avons le sentiment de servir les besoins des enfants et des parents. Et Carleton est très satisfait de son programme.

Et je comprends ce que vous dites: pourquoi un Conseil ne peut-il pas offrir deux programmes différents. Je pense que cela pourrait se faire, mais actuellement le sentiment à Carleton -- et Mme Jones serait peut-être plus à même que moi de répondre -- c'est que les gens de Carleton ne veulent pas avoir à affaire avec Ottawa. Le Conseil public et le Conseil des écoles séparées de Carleton ne veulent pas actuellement se joindre à Ottawa.

M. Allen: Je vois. Monsieur le Président, je lis les deux mots après vous -- la façon dont vous avez introduit l'expression "Ottawa unifié", comme s'il y avait de quelque façon --

Soeur Clare: Non. Les enseignants d'Ottawa-Carleton sont unifiés pour présenter cet exposé et les idées données ici pour cet automne.

M. Allen: Merci, merci beaucoup.

Monsieur le Président: Lorsque j'ai dit "Ottawa unifié", avais-je raison?

Soeur Clare: Non. Il s'agissait de l'unité d'Ottawa de l'Association des enseignants catholiques anglophones de l'Ontario.

Monsieur le Président: Très bien. Cela devrait peut-être être corrigé dans le dossier.

M. Davis.

M. Davis: Merci, monsieur le Président.

J'éprouve également quelques difficultés, ma Soeur, à comprendre pourquoi vous souhaitez la conservation des Conseils une fois le Conseil de langue française d'Ottawa-Carleton établi. Si je ne me trompe pas, ce que vous dites, c'est que peut-être lors de la prochaine élection, vous pourriez avoir le Conseil de langue française et l'amalgamation des autres. Et je vais vous demander ceci afin de pouvoir me faire une meilleure idée. S'il y avait maintenant un Conseil de langue française à Ottawa-Carleton, un Conseil homogène, les deux autres seraient combinés. Les enseignants passeraient-ils automatiquement au Conseil francophone? Ou bien les étudiants et les enseignants partiraient-ils ou bien lutteriez-vous pour la conservation des étudiants et des enseignants?

Soeur Clare: Non, non. Je pense que les enseignants de l'AEFO passeraient au Conseil de langue française.

M. Davis: Cela aurait-il un impact sur le personnel enseignant du Conseil des écoles séparées anglophones d'Ottawa et Carleton?

Soeur Clare: Non, cela n'aurait aucun impact.

M. Davis: Bien. Merci.

Soeur Clare: Cela aurait un impact si les Conseils anglophones d'Ottawa-Carleton étaient unifiés, car les enseignants de l'Association des enseignants catholiques anglophones ont plus d'ancienneté. Carleton est un Conseil plus jeune. Et nous avons des contrats très différents. Il y aurait donc des problèmes si nous essayions d'unifier maintenant les deux Conseils.

M. Davis: Quels seraient ces problèmes? Un surnombre?

Soeur Clare: Surnombre, oui. Nous expérimentons actuellement à Ottawa un surnombre. Ce n'est pas le cas à Carleton. Carleton est un Conseil est en croissance.

M. Davis: Puis-je vous poser une question? L'existence d'une clause de protection ressemblant à celle qui sera dans le projet de loi 30, serait-elle d'un secours?

M. Howard: Je pense, M. Davis, que la réponse serait oui et je pense qu'il suffit de considérer la croissance de Carleton, spécialement dans les hameaux Est et Ouest, dans les banlieues et il est évident que cette clause serait utile, mais elle serait aidée par l'inclusion d'un article tel que celui que vous suggérez.

M. Davis: Merci.

Monsieur le Président: D'autres questions?
M. Hennessy.

M. Hennessy: J'aimerais simplement, ma Soeur, vous féliciter de votre exposé.

Soeur Clare: Merci.

M. Hennessy: Je pense que votre exposé touche les deux côtés de la médaille. En page 7, votre suggestion qu'une élection des conseillers ait lieu à Ottawa et Carleton, m'a intéressé. Cela semblait être le secteur le plus important. Si vous pouviez élaborer un peu plus sur ce que vous pensez être un modèle pour certaines régions très petites à l'égard des minorités ou dans les régions où la population canadienne française est importante.

Soeur Clare: Je pense que cela serait un modèle, car une certaine sorte de recensement devra être étudiée pour les recenseurs, de façon qu'ils aient des questions très claires à poser aux personnes dont ils font le recensement pour que ces personnes puissent diriger leur soutien financier d'une façon équitable. Et cela représenterait moins de problèmes si ce n'était fait qu'à Ottawa au lieu d'être fait dans toute la province.

Et je pense que 23 mois suffisent pour évaluer une situation après une élection. Comme je l'ai déclaré dans l'exposé, les conseillers des écoles séparées ont été élus au Conseil public pour représenter nos étudiants des écoles secondaires uniquement pour une période de 13 mois. Je ne vois donc pas pourquoi une période de 23 mois ne constituerait pas une période appropriée pour évaluer ce qui a été fait à Ottawa-Carleton. Mais j'envisage peut-être la possibilité à la fin de cette période, d'examiner ce qui a été fait d'un point de vue économique et peut-être qu'alors les Conseils devraient être amalgamés.

Mais j'aimerais en ce qui concerne l'établissement d'un Conseil de langue française que tout ne soit pas détruit. J'aimerais que les groupes de langue française aient leur propre Conseil homogène, et cela le plus tôt possible. Et je pense que cela rectifierait une certaine situation à Ottawa où nous avons 9 conseillers francophones et 7 conseillers anglophones, bien que la majorité des élèves soient anglophones. Ceci constitue une anomalie.

M. Hennessy: Vous pensez donc qu'en l'ayant à l'avance, cela constituerait plus ou moins un modèle.

Soeur Clare: Oui.

M. Hennessy: --- parce qu'il s'agit de la région la plus importante et c'est là que les plus grands problèmes se trouvent.

Soeur Clare: M'hm. Je suis sûre que pendant cette période intérimaire, certaines choses devront être réglées et il serait préférable de les examiner sur une petite échelle afin d'avoir un modèle pour le reste de la province.

M. Hennessy: Merci beaucoup.

Soeur Clare: Merci.

Monsieur le Président: M. Guindon.

M. Guindon: Merci, monsieur le Président.

Soeur Anna, en page 3, au bas du premier paragraphe, vous utilisez la phrase "En utilisant une telle approche, le gouvernement assurera une protection contre les transferts injustifiés et répondra aux besoins locaux. "Transferts" au niveau population ou au niveau population scolaire?

Soeur Clare: Je parle de transferts injustifiés au niveau imposition. Si cela était établi dans le cadre d'un recensement approprié, les francophones auraient alors un nombre suffisant de contribuables pour soutenir leur Conseil francophone et les quatre Conseils existants restant auraient un nombre suffisant.

M. Guindon: Merci.

Monsieur le Président: D'autres questions?

Merci beaucoup de votre présentation.

Soeur Clare: Merci, monsieur le Président.
Merci, aux membres du Comité.

Monsieur le Président: Merci à tous ceux
qui ont déjà fait des présentations et sont toujours là.

Les dix représentations qui nous ont été
données aujourd'hui ont toutes des points différents et
certains points diffèrent beaucoup de ceux que nous
avons entendus pendant trois jours à Ottawa et une
journée à Sudbury. Je peux donc dire que notre visite
est très justifiée.

J'aimerais également remercier les personnes
venant d'Essex. Nous espérons pouvoir leur rendre
visite à Windsor. Mais le nombre de personnes
souhaitant nous rencontrer ne justifiait pas notre
déplacement.

Merci beaucoup.

Les délibérations du Comité sont ajournées à 15 h 36.

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STANDING COMMITTEE ON GENERAL GOVERNMENT

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85

TUESDAY, APRIL 15, 1986

Morning Sitting



STANDING COMMITTEE ON GENERAL GOVERNMENT

CHAIRMAN: McCague, G. R. (Dufferin-Simcoe PC)

VICE-CHAIRMAN: Dean, G. H. (Wentworth PC)

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Poirier, J. (Prescott-Russell L)

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Substitutions:

Allen, R. (Hamilton West NDP) for Mr. Pouliot

Bryden, M. H. (Beaches-Woodbine NDP) for Mr. Swart

Epp, H. A. (Waterloo North L) for Mr. Poirier

McFadden, D. J. (Eglinton PC) for Mr. Guindon

Clerk: Deller, D.

Staff:

Gardner, Dr. R. J. L., Assistant Chief, Legislative Research Service

Witnesses:

From the University of Toronto:

Connell, Dr. G. E., President

MacDonald, Dr. J. W., Dean, Faculty of Education

From the Staff Associations at the Ontario Institute for Studies in Education:

Deason, L., Administrative Officer, Department of Adult Education

Stewart, J., Executive Secretary, Department of Adult Education

Edwards, T., Administrative Officer, Computing Services Group

Hart, Dr. D., Research Officer, Modern Language Centre

Marks, R., President

From the Graduate Students' Association of the Ontario Institute for Studies in Education:

Dehli, K.

Heald, S.

Gothard, J.

From the Ontario Teachers' Federation:

Matte, G., President

Wilson, M., Secretary-Treasurer

Archer, B., Executive Assistant

From the OISE Psychoeducational Clinic:

MacIntyre, Dr. R. B., Co-ordinator

Siegel, Dr. L.

Wiener, Dr. J.

Bergenstein, D.

Cappon, G.

Gibbons, C. A.

Teggart, M.

From Atkinson College, York University:

McCormack Smyth, Dr. D., Professor of Administration

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Tuesday, April 15, 1986

The committee met at 9:11 a.m. in committee room 1.

ANNUAL REPORT, 1984-85, OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
(continued)

Mr. Chairman: Could I have your attention please? Nine o'clock meetings seem a good idea at the time you call them. However, we will start at 9:12. Dr. Connell, president of the University of Toronto, I ask you to come forward and bring anyone you wish to the table with you.

UNIVERSITY OF TORONTO

Dr. Connell: This is Dean MacDonald of the faculty of education of the University of Toronto.

Mr. Chairman: Welcome, gentlemen. I understand you wish to say a few words initially.

Dr. Connell: I have no brief for the committee. However, my letter addressed to Dr. Shapiro, dated March 10, is in the hands of the committee. I am grateful for an opportunity to appear in the event that members of the committee want to address any questions to me or to Dean MacDonald about it. The letter was drafted after extensive consultation within the university, in particular with members of the faculty of education. It was a serious effort on our part to break what appeared to be a logjam and create an environment in which we could resume constructive discussions between the Ontario Institute for Studies in Education and the university. I regret to say that has not happened yet.

Committee members may also be aware that Dr. Shapiro replied to my letter on March 19. He attached to his letter a resolution adopted by the board of the institute on March 18. It declined the proposal. However, the letter was referred to a committee in the institute called the status of OISE committee. The board authorized the executive committee to take appropriate action concerning the letter. I have had no further word from the institute since that time, so I cannot inform the committee about what has happened within the institute. We await further developments at this time. That is all I wish to say. I would be pleased to respond to questions.

Mr. McFadden: I have one question relating to the letter. However, I want to explore a bit with you the findings of our committee since--

[Fault in sound system]

Mr. McFadden: Gremlins in the system; that must be an OISE engineer.

I want to review very briefly some of the findings and ask you about them. It is safe to say witnesses have raised some real questions in the mind of probably every member who has been listening to them. You could say we have had two very distinct readings to date. We have had hearings here in Toronto. We also have had hearings in Ottawa, Thunder Bay and North Bay. The

overwhelming body of opinion among the witnesses has been a tremendous endorsement of the work the Ontario Institute for Studies in Education has been doing. The institute has a tremendous amount of goodwill out there within the education community, a tremendous amount of support among directors of education, principals, teachers, trustees and interested groups in various areas of education. On the basis of this preponderance of evidence, it is fairly clear that OISE is doing a fine job. I am sure that is one reason the University of Toronto is interested in maintaining and furthering a relationship.

The other thing we found, both outside Toronto and in Toronto, was a range of emotions towards the University of Toronto from ambivalence to hostility. We found outside Toronto, in particular, a feeling that the U of T had little outreach to them. There is a feeling that the U of T either has been insensitive or has overlooked the rest of Ontario within living memory. The concern of the education community outside Toronto very strongly was that the field office programs and the various other outreach programs that OISE has for the profession would be jeopardized because the U of T, in living memory, has never shown the slightest interest in Thunder Bay, North Bay, Ottawa and all the various areas outside Toronto. That message came through to us loud and clear. There was a tremendous feeling against the transfer to the U of T on these grounds.

I admit some of that is probably an anti-Toronto feeling. That Toronto is in the name may be enough to swing the balance against the U of T in some of these communities, but witnesses were not necessarily oriented towards that. There was a general feeling, when they were cross-examined, that the U of T had not been helpful to them in their work or anything else. They felt that in the long run, all that would happen would be that the U of T's governing council would take very little notice of the needs of Thunder Bay, North Bay, Ottawa, the Trent valley, Timmins or wherever else, when it came down to the short strokes at the university.

Could I ask you a couple of questions in relation to that? You may be able to clarify some points. First, does the U of T have any specific ways in mind to reach out to the education community across Ontario right now in response to this concern? We have had this issue on the go since October or November. I am curious to know what plans the U of T now has to reach out and deal with the education community throughout the province in response to this concern. Is this the first you have heard of it? I do not know what information you have received from our hearings.

Dr. Connell: May I react to your preamble? Perhaps several points need to be made. Frankly, it does not surprise me that you were encountering criticisms of the U of T. You are conducting your hearings in the wake of a controversy in which the U of T has been identified by a number of people as an agent that is potentially threatening to the institute. I do not believe it is but others have so characterized it. It would not surprise me to find many witnesses coming forward to object to that perceived situation and therefore be critical of the university.

9:20 a.m.

First, with respect to activities around the province, committee members should bear in mind that the scale of resources of the institute is vastly greater than that of the faculty of education of the university. They are simply not comparable in numbers of faculty and other personnel, and in resources.

Second, the faculty of education of the university carries an enormous burden of responsibility in its pre-service program for preparation of bachelors of education. Once that commitment is discharged, the faculty has very much diminished additional resources for the kinds of activities outside the university to which you refer.

Third, with respect to remote parts of the province, you should bear in mind that there are nine faculties of education in Ontario, including those associated with Laurentian University, Lakeland University, the University of Ottawa, the University of Windsor and so on. The province is covered by faculties of education. One would hesitate to have the University of Toronto outreach in parts of the province that are considered the domain of other universities.

Finally, the institute receives special funds from the Ministry of Education that are specifically for its field centres and related activities. The University of Toronto does not receive such funds. All those factors contribute to the difference in pattern that you describe. In spite of that, the University of Toronto faculty of education has a very extensive in-service program of which we are very proud and Dean MacDonald would like to say a few words about it and what plans he has in mind for the future.

Dr. MacDonald: I thought your question at the beginning was more generic than necessarily related only to the study of education. It is true there are other faculties of education in the province which are intended to service and respond to the needs of local areas and jurisdictions. Nevertheless, the in-service program at the faculty of education of Toronto is one of the larger ones in the province. Traditionally, it has offered a wider range of additional qualification courses for experienced teachers and many other faculties, a responsibility that has been ours for almost the eight years of our existence. In that sense, like the institute, we have a kind of outreach to the practising teachers of the province. Naturally, through its field centres, the institute has much more of a research responsibility to particular areas in the province than we have.

I was not sure at the beginning whether your comments were more generic in terms of the University of Toronto or specific to the faculty of education or studies in education there.

Mr. McFadden: I was referring to the University of Toronto in general but we were dealing mainly with educators.

To give you an example, in a couple of places in the north, they found more interest from Ohio State University in providing continuing education for their teaching faculty than they did from southern universities, the U of T in particular. That was pointed out to us in a couple of areas. A couple of American universities were aggressively prepared to offer programs for teachers. Subsequently, OISE filled the breach, but that was one thing that struck us: It was amazing that the Canadian faculties of education, southern Ontario ones or the U of T, and I know under legislation it is the provincial university, were not in the forefront. It was American universities and others that were taking a more aggressive position in service and in continued education. It struck us how laid back everybody seemed to be in the south. That is why OISE was especially important for educators outside the Toronto area.

Dr. MacDonald: That seems to me to be very disturbing news for faculties of education in the north.

Mr. McFadden: It was disturbing for us to hear it.

Dr. MacDonald: I am not so sure the incursion that you are describing is significant in the numbers you might suggest. We also have a similar problem with Niagara University, which has incursions in the south. It is a matter the Ontario associations of deans of education discuss from time to time, so it is a provincial question. However, if there is a perceived or real problem in an area of the north, it is not one about which the University of Toronto would be the first line of response, since that would be impinging on the responsibilities of faculties of education there.

However, if a faculty of education cannot offer certain specialized additional qualification or in-service programs for teachers in that area and we have the resources, we are quite prepared to provide them with the agreement of that faculty. We have several such agreements which include Ottawa and other places. The resources in the anglophone section of the University of Ottawa are sufficiently limited that it cannot respond, so we do try to be responsive to the extent that we can.

Mr. McFadden: All I was telling you was that right now, the reaction out there is negative in terms of your market.

The second question is what kind of guarantees could the University of Toronto offer to have field offices maintained as they now stand or enhanced? There is a real concern that once this transfer takes place, if it ever does, the priorities of the University of Toronto may not reach as far as field offices in Thunder Bay, North Bay and throughout eastern Ontario. The orientation of your budget planning and the priorities of the University of Toronto will be to maintain the main campus and its main functions as a teaching university and research centre, not to offer field programs. Heretofore it appears the university has never shown interest in that to any great extent.

What kinds of guarantees would the University of Toronto be in a position to offer to ensure that the field program will remain in place in a way that is amenable and satisfactory to the education community across the province?

Dr. Connell: I would like to react quite negatively to your suggestion the University of Toronto has not shown any interest in such activities, and emphasize once again that we have a great deal of respect for the responsibilities and activities of other universities. I cannot think of any reason in the world why, for example, the University of Toronto would plan a field centre in Kingston, where there is a fine faculty of education. It would be quite inappropriate for us to do so. The institute's field centres have a different character.

When I was president of the University of Western Ontario, the field centre existed in London and, under Dr. Shapiro's leadership, that was converted to a joint centre with the University of Western Ontario. As president of that institution, I was very happy to join with the institute in sponsorship of that field centre. If the University of Western Ontario had invited the University of Toronto to join in some such enterprise, we would have been happy to do so, but we make a practice of respecting the activities and responsibilities of other universities in their communities. I ask you not to suggest that is a shortcoming of the University of Toronto. It is simply a fact of life of the university system as it exists in Ontario.

9:30 a.m.

What you are asking me now, however, is a hypothetical question; that is, what would happen if the institute were formally incorporated into the University of Toronto. In my judgement what would happen is essentially what happens now. The institute would determine its own priorities, and my expectation is that those would be respected by the university. I presume the Minister of Education (Mr. Conway) would continue to finance those activities and I assume they would continue. I do not anticipate any real difficulty in continuing to have cordial relations with other universities in the areas in which those field centres operate.

Mr. McFadden: If a transfer were to take place, you mentioned that the budget for the Ontario Institute for Studies in Education would continue. How would this happen? Are you proposing that a new institute, faculty or college would have control over its own budget and would establish its own priorities?

Dr. Connell: I have been ready since October 24 to discuss exactly those kinds of matters. However, the institute has not been prepared to discuss them, so we have not got very far. I hope we will. It would probably be prejudicial to such discussions if I were now to outline what those possible arrangements might be. I do not have much doubt that we could reach a constructive solution to such problems if we began to address them.

Mr. McFadden: This leads me to the question of the decision-making process relative to the two institutions. One of the things we have found in our work is that the consumers, trustees, educators and so on really appreciate how responsive OISE is to the education community. Part of that is because the board allows them to have direct input into the policymaking and management of OISE. Through this whole process, both post-October and pre-October, the board has been very active in discussing the resolutions that have been made public.

I have two questions on this. First, what resolutions have gone through governing council on this, and what role does governing council have with respect to the strategy and the policymaking at the University of Toronto in this whole current initiative?

Second, after any transfer, what role would you see a board having, or do you see a board at all in the future of the institute? I know you do not want to show your hand in terms of negotiating, but that is a major matter that we would want to be concerned about. In the legislation that creates OISE there is provision for a broadly based board. It is to the advantage of education that there be a broadly based board and input into what is going on with respect to OISE's policies and programs. First, I would like to know about U of T's process and what process has been followed in its own governing in this issue and, second, how you see OISE being run in the long run.

Dr. Connell: The governing council of the university has taken only one step since October 24. That was to extend the affiliation agreement by one year. That measure was adopted on the recommendation of the administration. It was not controversial and there was no debate. On three or four other occasions I have informed the academic affairs committee of the council or the executive committee of the council itself of the state of matters. There have been occasional questions, but no positions have been taken by the council itself or by members. My impression is that council is simply awaiting the

advice of the administration. That is generally indicative of the style of the governing council of the university. It is a large university and a large council. It is difficult for the council to have an active role in policy development and legislation. In fact, several years ago, in response to a report prepared by Dr. Jack Macdonald, the council quite deliberately decided it would not have an active role in policy development.

It does have a very real concern about its responsibilities and accountability. It is concerned about the quality of university programs and financial support. This concern and interest is expressed in vigorous debate on budgetary issues and other matters, but the initiation of policy rests with the faculties, departments and administration of the university. We are quite highly decentralized in that respect and invest a great deal of responsibility and authority in our various faculties.

Mr. McFadden: What about the board? That is quite a contrast to OISE. What I am trying to get at is how we keep the input from the education community generally. Am I to infer that you would prefer not to maintain a board for any institute or successor organization? Would you see the administration controlling policy, and any board you have had at OISE, as it would now be structured or envisaged, would be a thing of the past after the transfer? Are you suggesting that, or did you forget my second question?

Dr. Connell: My answer to that would have to depend on the nature of the union. There is a variety of possibilities.

If any unit is as fully incorporated and identified with the university as, say, the faculty of education, there is no question that the responsibility of governance would be vested by the University of Toronto in the governing council. However, there are a number of ways in which bodies such as the faculty of education can receive advice from members of the wider community. In fact, there is an advisory council of the faculty of education that in the past has been advisory to the president of the university. We are proposing a change that would make it advisory to the dean, which seems to me to be a better model for that kind of body.

You may be aware of many different arrangements in and around the University of Toronto. If you take Victoria College as an example, it has a board of governors that has certain sovereign powers that are constrained by the act of federation with the university and a memorandum of agreement with it. There are similar arrangements with the Toronto schools of theology and a variety of affiliation agreements with bodies such as the teaching hospitals of the university. I believe we may be the world's most complicated institution in the variety of such arrangements we have for what I think are highly desirable educational purposes.

9:40 a.m.

Ms. Bryden: I am very glad you came back to appear before us now, because I think there is a somewhat new atmosphere or body of information before this committee since we have had these many hearings. Certainly the testimony of the witnesses we have heard has indicated that OISE has a worldwide reputation and a number of unique programs, particularly in women's affairs and for native people, francophones and many others. It is also an integral part of the whole education system of this province in the implementation of Ministry of Education guidelines.

This is what we heard particularly when we were up north. Most of the

principals, parents, administrators and teachers felt it would be a disaster if there were no OISE outreach program to assist them in implementing guidelines. It affects parents throughout the province too, because they are now involved in such implementation. OISE has been the lifeline between boards out in the field and the world of educational research and education generally.

We are in a new milieu of information on the role OISE plays. It has also been established quite clearly that there would be no substantial savings from any merger. The board of governors would have to be replaced by some sort of advisory committee anyway, with sufficient representation from all areas and interests in the province.

Looking at that new picture of OISE and its role, it is very important to look again at the proposal of a merger and what effect that would have. You said that you have not started negotiations again since your letter of March 10. Is that correct?

Dr. Connell: That is correct.

Ms. Bryden: Would you consider reopening negotiations on certain bases? I am sure you are well aware that the present situation is most unsatisfactory to all the people concerned with education in the province. It is creating great instability among the faculty, students, research applications, the whole teaching profession and teachers' opportunities for upgrading their education. We have to end that instability as soon as possible.

Therefore, now that the OISE position has been put clearly to you by Dr. Snapiro's reply to your letter of March 10, would you consider reopening negotiations on the basis of that letter? First, I understand that no merger would be part of the negotiations.

Second, a long-term affiliation agreement would be considered. That may not be exactly expressed in the letter, but I understand that that is really what would make it possible for OISE to continue, as long as it had degree-granting power and a long-term agreement.

Third, steps would be taken to develop closer relations with the faculty of education and to enhance both undergraduate and graduate teacher training in the province.

Those are the three areas on which an agreement might be reached. The instability might be ended fairly quickly if it were possible to develop a memorandum of agreement on those three areas.

However, written into the agreement would have to be some guarantee that additional funds would come from the faculty of education's funds, which it receives from students. All these funds do not go to the faculty of education, but I understand that a large percentage goes into the general university fund. Some part of the negotiations would have to commit a certain amount of funds to the enhancement of the faculty of education. OISE would undoubtedly also have to commit some of its funds to that, but in addition, some commitment of funds from both institutions would be necessary to enhance the outreach program because of the vital necessity of maintaining it.

Those are the lines on which negotiations should proceed. The stumbling block--the merger--which has been shown to be completely unacceptable to any of the OISE people, would be removed and you could do some profitable or

productive negotiations on those issues. Would you be prepared to consider open negotiations on that basis?

Dr. Connell: If I may back up and touch on one or two points in your preamble, you came to the conclusion that there would be no substantial savings through the merging of the institute and the university. I have no documentation whatever of that point. As far as I know, that has not been studied. It is a subject that might have been studied had we commenced negotiations, but I have no information that bears on that point. There may or may not be substantial savings, in my opinion. You may have other evidence that bears on it, but I do not think I provided any information to you that might have allowed you to come to that conclusion.

Ms. Bryden: I have a quick reply. Quite a few of our witnesses were questioned about possible duplication. None of them could come up with any substantial duplication in the two systems.

Dr. Connell: That seems to me a rather different question.

You also said that Dr. Shapiro's response to me was clear. I would simply like to register with you that it is not clear to me. I do not know whether it is in the hands of all the committee members, but it seems to me to leave the matter open. I expected and still expect to receive further word and clarification from the institute. The part of the motion to which you are referring says it does not find the reference for discussions between the institute and the university acceptable. The subsequent part of the motion led me to believe the institute might suggest to me terms of reference that would be acceptable. I am still waiting for such a communication. I believe the specific terms you cited to be perfectly compatible with my proposal of March 10, in which I do not think there is anything that excluded discussions along the lines you suggested.

Ms. Bryden: Do you insist that ultimate transfer be part of the basis of the terms of reference?

Dr. Connell: I suggested two parallel tracks and I see some advantage in examining the prospects of merging the two institutions along one of those tracks. However, that does not exclude examination of considerations such as you have put out on the other track.

Ms. Bryden: Did you and Dr. Shapiro meet yesterday morning? I understand there was a meeting. Is that correct?

Dr. Connell: Yes.

Ms. Bryden: Did you discuss the clarification you wanted from him on the kind of negotiations and the terms of reference for them that he would like?

Dr. Connell: We discussed some possibilities, but I did not take that conversation to be in any way an official position of the institute.

Ms. Bryden: I understand that the board of governors will have to consider further elaboration, but did you discuss the question of whether transfer should be on the table in either of the two routes you suggest?

9:50 a.m.

Dr. Connell: I do not recall that it came up in the course of our conversation.

Ms. Bryden: When you and Dr. Shapiro exchanged letters in June about the possibilities of working for a closer relationship with the faculty of education as a prelude to renewing the affiliation agreement, did you have any discussions with the Treasurer (Mr. Nixon) at that time about what role he might play to enhance funding to make that possible, or about any other opinions he had on whether the proposed integration process that was in those letters was a desirable course of action to follow?

Dr. Connell: No.

Ms. Bryden: You did not see the Treasurer on that issue either before or around that time?

Dr. Connell: No.

Ms. Bryden: If negotiations do go on, would you be prepared to guarantee how the faculty of education and OISE might develop closer relationships and perhaps take on larger roles in both graduate and undergraduate research and in the outreach program? Would you be prepared to commit a larger percentage of U of T funds to that process? Undoubtedly, funding will be needed for that process.

Dr. Connell: The governing council makes commitments of funds; the president cannot do that.

Ms. Bryden: I appreciate that, Dr. Connell, but do you think the need for such should be recommended or considered as part of the negotiations?

Dr. Connell: I have said a number of times and in various places that I think a stronger commitment to education in general on the part of the university is desirable in the long run.

Ms. Bryden: An affiliation agreement would probably cost the University of Toronto more, if these terms of reference were negotiated. Are you prepared to look at a long-term affiliation agreement, say, 15 to 20 years?

Dr. Connell: I prefer not to answer that question. I have set out in my letter what I think is a constructive path for negotiations and I have acknowledged that one of those paths might lead in that direction. However, it would be premature for me to come to conclusions about the outcome of the negotiations.

Ms. Bryden: I have one final question. When the faculty of architecture decision of closure is being considered, there has been considerable talk about university autonomy and the right to open and close faculties, departments and institutes as it pleases. I understand that you have indicated a fairly strong feeling that the university has autonomy. I know that is in its act. Whether there should be any provincial interest in that decision is a question that has been raised. How do you reconcile your approval of the Treasurer's intervention in the OISE situation with the question of university autonomy in the faculty of architecture decision?

Dr. Connell: As far as the University of Toronto is concerned, the circumstances seem to me to be quite different. As I understand what happened on October 24, the Treasurer made a statement about government policy. All I

have done since then is to indicate that if that policy were to be implemented, the consequences would probably be advantageous to the University of Toronto, provided they were also seen to be advantageous by the institute. That is still where I stand.

If the government proposes to do something that helps the University of Toronto do what I think it ought to do, I do not see that as interference with university autonomy. I only wish the government would find more ways of making it possible for the University of Toronto to fulfil its mission effectively.

Ms. Bryden: Do you not understand the fears of the people at OISE that decisions such as the faculty of architecture one, which has not yet been adopted but has been recommended, might also be made about OISE's future once it is transferred to the University of Toronto? The principle of university autonomy as expressed in the faculty of architecture issue would be continued.

Dr. Connell: I have not heard directly from members of the institute about such fears. I can imagine that they might exist.

Mr. Allen: I apologize for my lateness. If any of my questions are answered implicitly or directly in your opening statements, just tell me and I will look up the record.

I gather from what I am hearing in your answers this morning, President Connell, that your own objective and that of the university is something in the nature of transfer or merger, however negotiated. Is that still your objective?

Dr. Connell: No. The objective of the University of Toronto is to try to ensure, to the greatest possible degree, a successful future for its faculty of education. It is possible that future can be best assured by much further integration with the institute, as set out in the Marsden report. Of the various options of which I am aware, the implementation of the Marsden report, however that is accomplished, remains the most attractive to me.

Mr. Allen: If that is your objective, why are both your dual-track negotiation proposals framed, not in terms of improving and facilitating the development of the faculty of education but in terms of complying to one degree or another with the government's policy objective with regard to OISE? Why is your proposal for negotiation not framed in other terms so you and OISE could move ahead with constructive negotiations towards a mutually agreeable end? You could then present it to the government and it could tell you what it thinks. Is it not presuming too much to expect OISE to negotiate in any sense with the Treasurer's club over its head?

Dr. Connell: This letter was not intended to be a policy position. There is abundant evidence of our policy position on the record, including my earlier statement to the standing committee on social development and the correspondence with Dr. Shapiro dated last June. The letter was nothing more than an attempt to create a framework in which constructive discussions could take place towards those ends.

Mr. Allen: Do you seriously suggest a proposal of that nature, which would include in some sense compliance with the government's proposal, could be framed and would be accepted by OISE? Is that correct? I would have thought a serious proposal might have been framed more readily and more acceptably without those references.

10 a.m.

Dr. Connell: That is possible, but it seemed to me unwise to exclude the possibility of merger right from the beginning. After all, that was envisaged in our deliberations in June 1985 and the institute entered into those negotiations willingly at that time. It seemed to me to exclude that possibility at this time and unnecessarily constrain the discussion.

Mr. Allen: I do not think that what I was suggesting excluded that. It is more the way one frames and approaches the negotiations than the content. I am suggesting that you are burdening your proposal of negotiations with more content and more policy than I am, by appearing to include the terms of the Treasurer in some fashion in your initial proposal for resumption of negotiations. Is that true?

Dr. Connell: Mr. Allen, my letter was a response to one from Mr. Jones, which quite explicitly excluded that possibility. In a sense, my position was an alternative to the one he stated.

Mr. Allen: Do you expect negotiations to resume on any ground?

Dr. Connell: Yes. I certainly hope so.

Mr. Allen: I would like to refer to the comments Mr. McFadden made earlier with respect to the response that we discovered in the field, which was enlightening to all of us and a very useful experience.

The observations with respect to the relative roles of OISE and the various university faculties were not framed simply and entirely in a negative fashion with respect to the faculties of education, however much the people in the field might have hoped for more initiative from the universities in the pre-OISE period or even during the OISE period. They did recognize that there were different roles being played. I think they were desperately afraid that the collapsing of OISE from a provincial status into that of a single university operation would lead other universities to want to move in on some of that terrain, from the point of view of their own faculty status and so on.

The notion that OISE should somehow be burdened with further responsibilities, as you appear to wish it to have, such as taking on undergraduate education, either directly or indirectly facilitating your development of your faculty or merging it in such a way as to strengthen it, would inevitably lead away from what the institute considers now to be an ideal state of affairs.

For them, any change in the status quo of any scale whatever will detract from what they consider to be an unusually successful arrangement of institutions and delivery of services in Ontario, not only for small boards that do not have research departments, but also for big boards such as the Ottawa Board of Education which told us in very explicit terms how it benefited from the institution.

If you cannot guarantee that OISE's resources and scale of operations, in terms of what it now does, will not be diminished in any fashion, how do you think you can persuade the province in general--not only the government but also the province at large--that what you are proposing is indeed a good thing, as you said, for education in Ontario in the long run?

Dr. Connell: I have been perplexed in the social development

committee and here today by the use of this word "guarantee." I am not at all reluctant to speculate about the future of universities in the province and those parts of them that are committed to education, but I find the use of the word "guarantee" very troublesome.

It seems to me to suggest a lack of appreciation on the part of committee members as to how universities are governed. The notion of a university committing itself before this committee or elsewhere to a particular course of action, which might be taken to bind my successor and indeed the governing council of the university for five, 10 or 15 years hence seems to me to be extremely unwise. I ask the committee not to expect that of me.

I ask you also not to draw from that the inference that my colleagues and I have any intention whatever, if a merger comes about, to diminish the resources or the activities of the institute. That is not the case, but I would much prefer to discuss that matter in terms other than guarantees.

If I may comment on your reaction to the hearings in various parts of the province, you have undoubtedly gathered valuable testimony which has helped to illuminate the question in your minds. I am glad to have the benefit of that illumination. I ask you to bear in mind, however, that many other considerations are important for this province.

Just one of them is the experience that 600 students have each year at our faculty of education, and that perhaps 3000 students have elsewhere in faculties of education as part of their bachelor of education program. The quality of that experience is a singularly important determinant of the future quality of education in this province. I consider it to be a major part of my responsibility to ensure that experience is as good as it possibly can be.

One of the ways in which it can be made better than it is now is to broaden the base of those who participate in that process, to enrich the research environment in which their educational experience takes place and to have more interaction between undergraduate students and graduate students who are at a more advanced stage of their educational experience and development.

To me, those are tremendously important considerations. This is not to suggest that the quality of support in the field is unimportant--it certainly is important--but I ask the committee to keep some sense of balance and recognize that there are a number of different ways in which the universities support the educational system in the province. These can be expanded and improved upon.

Mr. Allen: When most of us use the word "guarantee," it is in the sense of reasonable assurance, in the terms in which you, I think, wanted to use that language, President Connell. We are all aware that institutions do not have an absolute guarantee on their futures anywhere, least of all in the funding climate in Ontario in the past generation or decades. That circumstance, as you know very well from your day-to-day experience, has not exactly turned around, even though there may be a few better signs on the horizon.

10:10 a.m.

It is in that climate--and I think you would be the person who could best appreciate it--that an institution such as OISE wonders where the future lies within the interplay of claims and demands of a large institution such as

the University of Toronto. At the moment, some faculties and departments are indeed feeling some threat, if not an outright prospect of demise.

Looking to the possibility of budgets being compromised that now are committed in a certain direction, I am sure you appreciate the degree to which this question, the assurance of autonomy with respect to future resources, is a serious one for the future of OISE. It is that kind of recognition the institute is asking you to make quite explicit, almost as a precondition for future negotiations. I am not asking you for guarantees in the hard sense, but I am asking whether you are prepared to give assurances to protect the budget.

Dr. Connell: Quite early on in the aftermath of October 24, I discussed that question with Dr. Shapiro. The two of us readily agreed that if the government's policy were implemented, some transitional period would be essential during which there would be an uninterrupted flow of funds to the institute. If the institute is fully assimilated within the university, I envisage that eventually full funds will be determined by the normal policies and practices of the university, but I have no firmly fixed view of when that will come about. The best assurance any unit within the university can have, including those you cite which you perceive to be under some threat, is that the processes by which the university makes its decisions are as open, fair and subject to scrutiny as we can possibly make them.

Mr. Allen: I understand your objectives with regard to the university's faculty of education and appreciate and support the intention that it should be strengthened, not diminished. The faculties of education, not only in this province but across the country, might broadly do with a new injection of energy and funds. If that is a major priority of the university, can you give us some sense of the scale of commitment of new funds and resources from the University of Toronto to accomplish it?

Dr. Connell: That is a very difficult question to answer in a year in which each of the academic units of the university has had a reduction in budget ranging from one per cent to two per cent. If the Treasurer follows through with his announced intention, there will be a reduction of even greater scale next year. No single academic unit of the university will receive an increased share of the budget for 1986-87 and I doubt there will be an increase in 1987-88. The University of Toronto is in an extraordinarily difficult position. While we identify academic priorities as clearly and decisively as we can, these days those priorities tend to get expressed in terms of reductions rather than increases.

Mr. McFadden: I have one question. With regard to the objectives of the University of Toronto in this process, the provincial government has stated various reasons for this policy. We have gone through a number of phases. The budget originally talked about the elimination of duplication. That disappeared as the reason, based on the correspondence from the Treasurer we now have in our possession.

At the meeting at the Ontario Institute for Studies in Education, the Treasurer suggested that this was part of a rationalization of the Ontario university system and that there presumably would be more to come. Then, in a letter that was sent in early January from the Treasurer to Mr. Jones, neither of those reasons was stated. There was a general discussion of the fact that the students and teachers would be better served by a stronger and more certain definition of the institutional relationship between OISE and the University of Toronto. It appears we have retreated from the elimination of duplication to this general area of improvement of services. Included in that

is the need to maintain the services not only as a teaching institution but as in-service and so on.

One of the things you mentioned was the desire of the members of the committee to get some understanding of the existing programming. OISE had indicated a lack of understanding of how university budgets are framed and how policies are developed at the university. I suggest we are only too well aware and that is why we are raising these concerns. We want to have some understanding and we would like to have some understanding up front as to what is going to happen to this range of programs given the structure at the University of Toronto, which perhaps is completely valid for the U of T, but might not quite fit the objectives that even the Treasurer set out, namely, improving services.

What are the fundamental objectives of the U of T in this whole idea of merging? Could those objectives be achieved through an affiliation agreement? Why keep on promoting this transfer when it is clearly creating a very bad atmosphere in which the discussions are to take place? Why would the U of T not be able to achieve this kind of motive set out in the Treasurer's letter, and the motives you have mentioned, through affiliation? Can you explain to me why you have not taken that tack rather than trying to pursue, on a repeated basis, the statement that the Ontario government's policy is what you are trying to execute?

Dr. Connell: I think you have misrepresented my position. I am not trying to execute the province's policy. In my letter I have simply tried not to exclude it and I believe that was a responsible position to take. The objectives of the U of T, as I have said, are clearly set out in the Marsden report and you have access to it. That represents a fair summary of our policy.

I would not claim that implementation of the government's policy is necessarily the only way in which that can be achieved. I reflected that in my letter in which I indicated I was open to looking at other ways. The experience of the past, however, suggests that simply extending the affiliation agreement and hoping that more effective interaction between the institute and the faculty of education will come about spontaneously is not realistic.

Mr. McFadden: In the current environment.

Dr. Connell: Even before the current environment; not much has happened in the past five years.

Mr. Chairman: You are saying that your motivation is the Marsden report rather than the Treasurer's statement.

Dr. Connell: That is correct.

10:20 a.m.

Mr. Chairman: Thank you very much for appearing before us this morning. The next presentation is from the Staff Associations at the Ontario Institute for Studies in Education. Dr. Hart. Not Dr. Hart? Is it Ms. Deacon, Ms. Stewart and Ms. Edwards? I cannot read this writing.

Ms. Deason: Deason.

Mr. Chairman: Lorraine Deason; I am sorry. Because I fouled that up so badly, maybe you would introduce yourselves.

THE STAFF ASSOCIATIONS AT
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Ms. Deason: Thank you for listening to our brief today. I would like to introduce my colleagues. On my right is Ms. Jeane Stewart who is president of the General Support Staff Association at OISE and who has a position of executive secretary in the department of adult education. On her right is Dr. Doug Hart, a research officer with the Modern Language Centre. On my left is Ms. Tina Edwards, a member of the Professional Support Staff Association and an administrative officer in the computing services group. On her left is Ms. Ruth Marks who is president of the of Professional Support Staff Association and a librarian.

This brief is presented on behalf of the nonfaculty staff associations at OISE. The General Support Staff Association represents 173 clerical assistants, secretaries, tradesmen and technicians. The Ontario Public Service Employees Union, local 578, represents 100 research officers. The Professional Support Staff Association represents 70 administrative officers, systems analysts, librarians and editors.

Many of us are long-term employees and some of us have been with the institute from its beginnings in 1965. Most of us are women--general support, professional support or research officers. We have weathered the erosion of educational funding, we have shouldered heavier work loads and we have adapted to the introduction of the new technologies over the past years. We have participated in the running of our units and of the institute as a whole through our voluntary work in the internal governance structure.

We are the people who keep the place ticking on a daily basis. We know what disruption will be caused by the transfer of OISE to the U of T. We know there are no major savings to be had from what Mr. Nixon calls "elimination of duplication." We know savings must come from cutbacks in services and staff. The citizens of this province do not deserve this arbitrary action and neither do we. We are the people whose jobs are most at risk in the proposed transfer. We affirm support for our board of governors' resolve to obtain degree-granting status for OISE and to resist transfer to the U of T.

We would like to talk with you today about some of the ways in which we see OISE as unique, our roles and our view of the dangers inherent in the transfer.

First is our name. The difference between OISE and the usual university model is evident at the level of names. In the U of T school of graduate studies, OISE is the department of educational theory. It is a strangely inappropriate name. Within OISE, there are discipline-based departments--applied psychology, history and philosophy of education, sociology in education--where teaching and research are informed by particular theoretical and research traditions. Other departments bear names that directly reflect educational organization and pedagogy--adult education, special education, curriculum, educational administration, measurement, evaluation and computer services.

Our internal research centres reflect discipline boundaries--for example, the Centre for Applied Cognitive Science and the Educational Evaluation Centre--substantive educational areas--for example, the Modern Language Centre--and particular client groups--for example, the Franco-Ontarian Centre and the Centre for Women's Studies. The internal centres have several unique resource collections meeting special needs within

the educational community. We are more than a department of educational theory. To view us so narrowly is to misjudge our purpose and our function.

In terms of clientele, OISE has become a focus for educational concerns at every level of engagement. Consequently, there are large numbers of people in the classrooms and corridors of OISE who would not be at home in a department of educational theory. They would be hard put to relate their concerns to a more typical graduate school setting.

Our R. W. B. Jackson Library is the premier educational library in Canada. It supports the graduate studies, research and field development work of the institute. Its collections are unique in their depth and breadth of subject matter. Visiting scholars have pronounced its holdings more comprehensive and varied than most. It is the repository of collections in Canadian and Ontario education, including the Ministry of Education's own singular historical materials.

A merger with the U of T would mean that, as with other libraries in that system, we would be subject to the same pressures of underfunding it is experiencing. At this moment, the University of Toronto library acquisitions budget has a shortfall of \$650,000. OISE's total acquisitions budget is less than one third of their deficit. Maintaining the quality of the OISE collection would not be a priority among the competing claims of the U of T collections.

Our librarians provide high-level services because of their specialized knowledge of educational resources and their bibliographical and research skills. Our services include automated bibliographic retrieval, distance education reference service and an in-house microcomputer facility. The OISE library is known for its warm and personal service to its clientele. Unlike some other university libraries, access to the OISE library is not restricted to academic users; the collections are available to all levels of the educational community. Client groups include school boards, teachers and the general public as well as all levels of government and even business and industry. To dwindle into a campus library is to turn away from the needs of all those engaged in education who are not in the academic world.

The OISE Press publishes scholarly research and teacher-oriented materials--books, journals, kits, learning resources and curricula. The publishing program is particularly strong in the field of English as a second language, French as a second language, native studies, multiculturalism and special education. The OISE Press covers areas commercial publishers do not find economically viable. A merger with an academic university press catering to a different audience could destroy the special contribution of the OISE Press to educators.

Next is our instructional resources development unit. Since 1982, OISE has experimented with the use of contemporary distance mode courses to serve better the needs of our students living beyond the Metro area. These successful courses carry the same degree of academic rigour as traditional mode courses, with various mixes of media and student interaction supported by face-to-face, voice-to-voice and terminal-to-terminal discussions. Will the U of T support this innovative methodology given the conservative and monolithic structure of that institution?

In terms of computer services, OISE has been in the vanguard of computer education since the late 1960s. Its computer-assisted instructional programs are used worldwide. Computer technicians assist staff and students in personal

research and provide support for projects, many of which are funded by government and industry. A current example is the Software Development Assistance Centre which offers assistance to developers of software for use in schools through personal contact and a newsletter reaching more than 900 computer users and organizations. In addition, OISE personnel have been instrumental in the establishment and support of the Educational Computing Organization of Ontario, a province-wide group of educational consultants and teachers.

Next is our conference office. OISE is host to a diverse, cosmopolitan, international mix of people, many of whom gather at conferences and meetings arranged by our conference office. In recent months events were organized for groups such as the Canadian International Educational Society, the Ontario Modern Language Teachers Association, the American Association for Moral Education, the faculty of management studies, the French Professors Association of Ontario and the Canadian Centre for Philanthropy. Many of these are annual events, compelling evidence for the widely held view that the work of the conference office compares favourably with the best of commercial conference planners and is an effective component in OISE's outreach program.

Next are our field centres. The nine OISE field centres draw upon their own resources and those of the Toronto-based institute as a whole to serve educators and clients of the educational system throughout the province. Staff who work in the OISE field centres have met the challenge of building networks within particular communities, assessing needs and providing resources within an environment accessible to users. Without the field centre staff, the unique collaborative relationship that exists between OISE and Ontario educators would wither. As this committee has heard in previous presentations, the loss would be irreparable.

10:30 a.m.

We would now like to say something about our particular roles at OISE.

OISE research officers represent a cadre of 100 professional educational researchers who direct research projects and/or work on projects directed by their colleagues. The contribution of research officers is unique and significant because it augments the professional-level research capabilities of the institute beyond the collective capabilities of the faculty. This is not typical of university research. Our research officers are involved in all aspects of research at OISE--starting with the generation of proposals, the search for funding, data collection and analysis, interpretation of results and the dissemination of findings through reports and journal articles.

Research officers are involved in field development work, including development of curriculum materials, acting as consultants to school boards and conducting workshops for teachers. OISE field centres frequently have a research officer on staff. Research officers also make a significant contribution to graduate studies. Some teach graduate courses and some supervise graduate assistants on research projects. Many more regularly provide advice and assistance to students embarking on their own research.

OISE is a world-class centre for educational research. It is the kind of centre of excellence particularly appropriate to Canada. The comparatively low cost of OISE's educational research program makes it vulnerable within the context of the multiversity. Being small means there is no margin to cut. The mainstay of OISE's research program is the direct transfer grant from the Ministry of Education--approximately \$2 million. This provides the stability

and critical mass of the research establishment. Loss of any part of this grant would quickly cripple the OISE research program.

In the event of transfer, many small projects at OISE vital to particular segments of the educational community would be difficult to defend against larger, more prestigious projects in other university departments. We do not want to be forced to defend such projects as the production of reading materials for native people, the development of computer-assisted learning software in Chinese or the validation of innovative test materials in French immersion against a consortium of physical science researchers about to acquire a Cray computer with a \$10-million contribution from Ontario. The result of such competition seems a foregone conclusion.

The professional and general support staff at OISE are the backbone of the institute, constituting the basic organization within which the faculty and research officers work. It is not possible to understand fully the damage the transfer of OISE will do without understanding the work of these staff groups.

For example, admitting graduate students to OISE is a more complex business than at most graduate schools. Here, the student population and the objectives of our departments are varied. Our staff are knowledgeable about the University of Toronto school of graduate studies regulations, OISE policy and specific departmental criteria but admission is rarely slotting people into programs by formula. Many of our applicants have been out of university for quite some time pursuing professional careers and are now making career changes or moving into new educational directions.

Our students are, on the average, older than graduate students in other universities, often out of touch with the university climate and often taking substantial professional and personal risks to return to university. Evaluating OISE applicants requires commitment and a good knowledge of both our diverse clientele and our policies. Centralizing admissions within the larger university might bring about small savings but at the cost of undermining the accessibility of graduate studies in education to educational practitioners, to older students, to all those without recent and conventional academic backgrounds.

In addition to the specialized work of the graduate studies program with which every unit copes, staff in the field services and research office, in the personnel and finance divisions and in individual units manage the demands generated by many small-scale and large-scale research projects at a level of complexity not experienced by academic departments in most universities. The proportion of research funded from contracts awarded on a competitive basis has steadily increased, in part due to the supportive work of our field services and research staff who keep up to date on the research interests, eligibility requirements, competition dates and application formats of both government and nongovernment funding sources derived from ministries, school boards, research councils, foundations and private corporations.

OISE runs efficiently, in large measure because of the professional and general support staff who possess both exceptionally good knowledge of the larger organization, as well as of their own work units, and the ability to build and maintain informal networks.

The president of the University of Toronto says he cannot guarantee OISE's budget. We fear that education will be sacrificed to other U of T priorities or groups more favoured than education, a not unlikely prospect

given education's traditionally low status in the university. Recently, the Premier (Mr. Peterson) stated, "It is the view of the government that bringing together these two outstanding institutions will provide enhanced opportunities for academic and research excellence in the field of education."

The only example of enhanced opportunity he mentioned was the complementary nature of the faculty of education of the University of Toronto's undergraduate program with the graduate studies and field development mandate of OISE. This is ironic, given that the announcement of the transfer plan effectively derailed planning for the integration of FEUT and OISE into a new institution affiliated with the University of Toronto. The most evident and by far most important area of the complementary aspects between U of T and OISE was already being explored. This work was not seen as requiring OISE's transfer.

Our basic message is that OISE works, successfully fulfilling a mandate which is unlikely to be understood or preserved upon transfer to U of T. Twenty years of work have gone into efficiently handling diversity within the institute and building effective ties with the community. The staff of OISE, through the relationships we have developed among ourselves and the educational communities, is a great part of what makes OISE work. We cannot be ourselves within a traditional university context and we therefore oppose the transfer to U of T. We ask this committee to consider the value of OISE, what it has accomplished in its short history and its potential to further enhance education in Ontario and Canada. We urge the committee to support OISE's request for degree-granting status. Thank you.

Ms. Bryden: I would like to congratulate the deputation on an extremely well documented brief and on bringing to us a new dimension of the kind of work OISE does from the point of view of the people who actually implement a lot of the programs as well as the diversity of OISE's offerings. I am particularly impressed by the reference to contemporary distance mode courses, which are a means of getting OISE's work and outreach into the whole province with the computer services field which is, as we all know, a very important growing field, not only in education, but also in all areas. It is certainly very important to keep up with and extend the new technology to all the people engaged in the educational process.

In view of the sense of uncertainty that is now pervading the whole future of education and educational research in Ontario, do you sense among your members a large degree of anxiety about the future of their jobs or the possible reduction of staff?

Ms. Marks: Certainly, we have been in a state of uncertainty since the announcement in the fall. No one really knows what is going to happen. It is difficult for morale to be at any kind of level that would enhance productivity. We feel we are at a stalemate waiting to see what is going to happen with our futures.

Ms. Bryden: As planners and administrators, did you also find it difficult to make precise plans for 1986-87 for the kind of programs you are going to offer in these various fields because of the uncertainty?

Ms. Marks: Yes, of course.

10:40 a.m.

Ms. Bryden: That is part of the reason we hope that out of these

hearings will come a new look at how the whole question of not only how enhancing the work of OISE and the faculty of education can be done, but how a decision must be made fairly soon. All new information we have must be taken into account. I wonder, do you also fear that access to the services OISE provides, such as libraries open to the entire public, would necessarily be restricted in the same way as access to U of T's library facilities is being restricted?

Ms. Marks: I think that is almost a foregone conclusion because a library in an academic institution has a particular, narrow focus. We really are a special library and a university library because we have a foot in both fields. A special library has collections devoted to a specific kind of discipline, such as education, where we do not have to consider the other mandates that face a large university. We can consider the special constituencies we serve--those in the field.

I think there would be a significant drop in the number of users if we came into U of T and we would not be able to serve them because of the restriction of our mandate. For example, at the moment the number of people who use us and who are external to our own graduate program is more than double the number in our graduate program. At the moment we have 2,441 external borrowers and our full-time equivalent students number 1,181. That is quite a distinction; those are not normal figures in a university.

Ms. Bryden: That is two to one for outsiders.

Ms. Marks: It really is. Another way of illustrating that we are a special library is that we are called a net lender. That means that we lend to other institutions, not only to university libraries but also to school boards and even public libraries, 80 per cent, whereas we borrow only 20 per cent from other institutions. That is an indication of how specialized our field is and that we are catering to a very specific segment of the population.

Ms. Bryden: What about the computer operation? Is access to the computer facilities and computer courses broader than just for students? Are you servicing the public widely?

Ms. Marks: We do, simply because we function on two levels. We not only offer a program in microcomputer applications to our own graduate students; but as staff, we also provide, as we noted in the brief, a response to the field, where anyone may come for advice in working with computers, not only developers but also people who are working in schools. There is an enormous interaction between MECA, the department of measurement, evaluation and computer applications and the field. Our people have been highly responsive and very involved, not only with the ministry but also at the school-board level.

That is one of the areas in which the institute has been highly influential in the field. There are several areas in the institute to which people may come. The library itself has a computer facility which is open to anyone and the computer services group also provides access to advice, consultation and instruction. That is one of the areas in which there is a great deal of interaction.

Ms. Bryden: Regarding the savings you say might come from changing the admissions policy and putting it all under the University of Toronto, have you any idea what your admission costs are per student and how they compare with U of T?

Ms. Marks: I think that would be something for the administration to answer.

Ms. Deason: I am sorry, I do not have that information. I think that is something the administration would have to provide. The senior administration would probably have those figures.

Ms. Bryden: Certainly you make a very strong case for flexibility in admissions policy in order to meet the needs of the different kinds of people who seek education at OISE--more mature students and people with school teaching responsibilities who may be taking a year or two off. I think that does justify a separate admissions section even if there might be minor computerized savings.

Mr. Hennessy: Thank you very much for your brief. Just a few brief questions. They have more or less been asked but they have to be clarified to know what the real problem is. Does this mean that if it is turned over to the U of T there is a possibility of loss of jobs, that the program could be revamped and some people may be redundant?

Dr. Hart: I would say there certainly is a chance of a loss of jobs. Once we lose our financial autonomy, we have no guarantee about what is going to happen to our staff, particularly in the long run. We assume that our programs and what we do will be cut back and we assume that some of us will disappear with those activities.

Mr. Hennessy: May I assume the majority of people here are concerned? Are they all more or less--

Dr. Hart: Very seriously.

Ms. Deason: I think so.

Mr. Hennessy: I can assure you, you have my support.

Mr. McFadden: I wanted to ask briefly, because I know time is short, which parts of the programs outlined in your brief you consider to be most vulnerable. You work in the area every day, of course, and I know you have at least some relation with the U of T in terms, I am sure, of some cross pollination between the faculty and OISE.

This brief is very thorough in the sense that it has set out all the various programs in which members of your association have a role. I wonder if you could possibly isolate for me those programs that you think are potentially the most vulnerable or do you believe that they are all equally subject to cuts and cutbacks and so on. Do you think that some are more vulnerable than others based on your understanding of your interaction between the university and OISE as it now stands?

Ms. Edwards: We all feel we are all vulnerable but in particular I think the services such as the personnel department, the finance division, computer services, library, printing services--immediately, it would be these services that would be in jeopardy.

Ms. Deason: My immediate reaction would be that some of the programs that would be most vulnerable are those that are unique and have a unique budget. It is easier to identify, in a large budgeting process, where you can save \$2,000, \$3,000, \$5,000, or even \$10,000 on a very small, unique program;

than to try to find \$250,000 or \$300,000 that is hidden in a larger budget. Probably, in my view, the field centres would be the things that would be picked off one at a time as if by a sharpshooter.

I certainly think that the distance education programs that we talked about through the instructional resource development unit would be picked off because they are unique and they stand out. I would agree that some of the services would be curtailed. They would be among the things that would go. I would imagine the OISE Press would be submerged by the University of Toronto Press and a lot of the things we feel need to be published would not be published.

Ms. Marks: I might add that, unlike President Connell, we really are just speculating. We have no idea. This is just from a personal point of view.

As to additional areas, those which do not fit into the university model, such as adult education, would be areas that one would worry about. But as I say, really, this is all purely personal speculation. Perhaps they indicate our uncertainty of the future.

10:50 a.m.

Mr. McFadden: What you are telling me is that the parts of the programs that you think are most vulnerable are those parts that have made OISE unique. It seems to me that the programs you have commented on are the ones that have been of most service in a lot of ways to the education community across the province.

Ms. Deason: I believe that is true.

Mr. McFadden: I take it you are assuming that, since the University of Toronto is fundamentally oriented towards its students and campus and its own research and teaching functions, it would tend not to be as oriented towards the general community?

Ms. Deason: Personally, I believe that is the case. I have no way to document it, but that seems to be so.

As Ms. Marks mentioned, one of the areas that would probably be vulnerable is the department of adult education, where Ms. Stewart and I work. Dr. Fullan, our assistant director, can probably give you more examples and more data on the number of cases that have to be made for students at OISE who do not fit into the little square boxes into which the University of Toronto would like them to fit. Each case has to be made individually and without prejudice. There is no changing the University of Toronto rules and regulations about what a student needs to do except by exception in each case.

In adult education we probably have to make a larger number of cases because our students are not in the conventional BA, MA or PhD student group. One criterion in our department is that we do not take people in the doctoral program unless they have had several years of extensive experience in the field of adult education. They do not fit into the boxes that the University of Toronto likes to see. That causes problems. As I said, Dr. Fullan can probably provide you with some of the numbers of cases that need to be made.

Mr. McFadden: Thank you very much.

Mr. Allen: I recall that one thing we were impressed with during our

travels was the level of excellence in the service provided by OISE in the field. One could not help concluding that, behind the adequacy of service, there must have been a pretty competent staff in the background. Your brief, with its pointed references and its examples, only further bears that out.

Might I underline in passing your observation about names? In the University of Toronto school of graduate studies, OISE is known as the department of educational theory. One of the chief concerns underscored for us very dramatically by testimony in the field was that with the movement of OISE into a fully academic context, within the parameters of university research guidelines and traditions, that is precisely what would happen to you. You would become increasingly a domain for educational theory and not geared so heavily to practice, as indeed you are.

I want to amplify for the committee the references made on page 3 to the University of Toronto library acquisitions budget. It has a shortfall of \$600,000. As I understand it, there have been significant reductions in recent years in the level of service that the University of Toronto libraries provide. I wonder whether you could tell us a bit about that. It might explain a little more clearly what you are referring to by the contrast of the pressures within the university and the demands facing you to provide library service.

Ms. Marks: We are not privy to the intimate details of the University of Toronto library problems, but we certainly get their overflow. That is, we get a large number of University of Toronto students coming to use our services because they are not able to get some of those services there. That may be an indicator. The pressures just move around.

One problem we are now involved in is that they have to reduce very sharply the list of serials they provide. We are now involved in a co-operative discussion with them whereby they will cut any journals we keep. This is a standard practice among many libraries. We really do try to avoid duplication in specific areas. The extent to which they are going to have to cut is pretty horrifying and will, I know, damage their program considerably. What that will mean is that we will have to contend not only with our own users but also with theirs.

I might elaborate on that. The university caters to both graduate and undergraduate levels. Ours is a graduate program. How that translates is that our users use more resources because they are at the graduate level. The demands on those journals are quite high enough for our people. To add theirs as well will be quite a pressure on us. That is an example.

Mr. Chairman: Thank you very much.

The next presentation is from the Graduate Students' Association of the Ontario Institute for Studies in Education. Susan Heald, Kari Dehli and Joan Gothard. Please continue.

THE GRADUATE STUDENTS' ASSOCIATION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Ms. Denli: Thank you very much. We would first like to introduce ourselves; then Ms. Heald will read our brief to you. We hope we will get into questions soon after.

My name is Kari Dehli. I am a PhD student in the department of sociology

in education at OISE and I am a landed immigrant in Canada. We will tell you in our brief some reasons for which people from far afield are attracted to this institute. My research interest is in the relationship between parents and schools.

Ms. Heald: My name is Susan Heald. I am also a PhD student in the department of sociology at OISE. I come from Thunder Bay and am doing research into the processes of securing state funding for feminist cultural organizations.

Ms. Gotnard: My name is Joan Gotnard and I am entering the educational doctorate program in adult education. I am employed by the Lakeland Board of Education in Thunder Bay and am currently on leave of absence to study at the institute. My area of research is women's learning, and particularly how school boards might support that.

Ms. Heald: We represent the Graduate Students' Association, or GSA, of the Ontario Institute for Studies in Education, an organization of 2,300 full-time and part-time students enrolled in four different degree programs. We would like to point out the difference between the GSA and the Graduate Students' Union, which you heard from earlier. The Graduate Students' Union is the body of all graduate students at the University of Toronto. OISE students are members, but we also have our own independent association, which we are representing today. Through the Graduate Students' Association, OISE students are represented on many of the institute's decision-making bodies. Since October 24, 1985, this has included participation in discussing and developing strategies concerning OISE's future.

As an organization, the GSA is opposed to the proposed transfer of the institute to the University of Toronto. We are in complete agreement with the position taken by OISE's board of governors in this matter. The institute should retain its autonomy and, towards that end, should now be provided with degree-granting status. In this brief we will provide arguments that will explain why we have taken that position and will show why it is that we, the students of OISE, have much to lose if a transfer to the University of Toronto were to take place.

We see a long-term affiliation with the U of T as the preferred option and degree-granting status as a precondition for meaningful negotiations with the University of Toronto. Without degree-granting powers, and with the announcement of October 24 by the Treasurer, the institute is in a totally unequal relation to the university. No meaningful negotiation can take place in this situation.

We hope and expect that your committee will make a strong recommendation to the government in support of this position and that, as politicians, you will do whatever is in your power to achieve a resolution to this issue without further delay.

As we will show, from the point of view of the students at the institute, an early resolution to this matter is of utmost importance.

11 a.m.

For you to appreciate fully our position, we would like to talk a bit about the diversity of programs and students at OISE. As a graduate school, the institute offers a wide range of programs. The four different degrees--master of arts, master of education, doctor of education and doctor

of philosophy--provide opportunities for graduate students with a variety of needs and interests. Currently, approximately 1,700 part-time and 600 full-time students are enrolled in these programs.

The field of education is broadly defined throughout the different departments: adult education; applied psychology; curriculum; educational administration; higher education; history and philosophy of education; measurement, evaluation and computer applications; sociology in education; and special education. Students are encouraged to take courses inside as well as outside their home departments. To this end there are several interdepartmental clusters of courses such as comparative, international and development education; women's studies; applied cognitive science; multicultural education; and instructional/educational technology, to mention a few.

We brought along a few OISE bulletins in case anyone is interested in the course list. Perhaps some members of the committee were not aware of the wide variety of courses offered.

I also want to point out that the institute attracts students not only from Ontario and the rest of Canada but also from North America, South America, Asia, Africa and Europe. In particular, we want to note students from Third World countries who come here, attesting to the institute's international reputation. The average age of OISE students is 37. As the staff brief pointed out, we are a group of mature students compared to other universities.

Throughout these hearings you have heard many excellent presentations, which have focused primarily on the work of the institute in relation to Ontario's school system. It appears to us that the assumption is often made that OISE's graduate programs are exclusively directed towards and attended by teachers. True, there are large numbers of teachers who study at the institute, particularly in the master and doctor of education programs. However, the institute attracts a wide variety of students in addition to those who are teachers: nurses, social workers, administrators, psychologists, university lecturers and researchers, journalists, musicians and many more. We feel this diversity is one of the many attractions of studying at OISE, one that might be lost if the institute were transformed into a department primarily for the continuing education of teachers, integrated with the faculty of education inside the University of Toronto.

As students, we feel strongly about the institute's programs, the quality of faculty, the research done there and the unique blend of applied and more theoretical analysis in which we are stimulated to engage. It is of invaluable benefit to us to be working through courses and thesis work in a milieu that is at one and the same time connected to practical concerns and to the more detached analysis and reflection that is characteristic of universities. OISE is one of very few places where there is a constant interaction between what academics call applied research and basic research within the social sciences. To be maintained and developed further, we believe that OISE must continue to work at a comfortable arm's length from the University of Toronto.

The research and development carried out by internal centres is of direct benefit to students through graduate assistantship work and through seminars and publications by faculty and researchers. Furthermore, the internal centres are very active in organizing lecture and seminar series that regularly bring to the institute world-renowned scholars. We are concerned

that this work, which is immensely valuable to graduate students, would not be possible were OISE's budget controlled by the University of Toronto.

Many students choose the institute over other programs in spite of the low level of student financial support for full-time students because they are committed to working in this stimulating environment. Considered to be at the forefront in many areas, the work of OISE students is well represented in publications and at national and international conferences.

It would be grossly inaccurate to assume that the graduate instruction portion of OISE's tripartite mandate could continue to maintain its high degree of diversity and quality in the absence of substantial research and field development. As we have tried to point out, the interrelation of the three parts of OISE's mandate contributes immeasurably to the excellence of its graduate programs. We also think that the presence of field centres and research projects across the province contributes to the recruitment of students from places outside the Toronto urban area.

We fear that the funds necessary to carry out research and field development would be greatly curtailed within U of T. This would have serious consequences for the quality of the institute as a graduate school.

What we are arguing should not be construed as a negative judgement of U of T. We are formally registered as students within the school of graduate studies in the university. As such, we enjoy most of the benefits and services offered to other graduate students: we have access to the university's libraries, we can take courses without paying extra fees and we can use counselling services and recreation facilities on the main U of T campus. At the end of our program we obtain a degree from U of T, which some OISE students consider an advantage.

In most ways, OISE's affiliation with U of T has benefited students. Therefore, our preferred future for OISE would be a continuing, long-term affiliation with the university. Nevertheless, it is our position that these benefits are not worth the price of losing control over OISE's budget and thereby its programs, research and field centres.

These nearing have shown how OISE has matured during its first 20 years. If OISE is capable of producing such high-quality research and such sound field centres and of attracting such excellent faculty members and students, it ought surely to be continued as an autonomous institution. Although our preferred option is a continuing, long-term affiliation with U of T, in the event the university is unwilling to accept anything less than a full transfer, we would support a completely independent OISE.

Whether or not the future of OISE is in a relationship to the university, we feel that the time has come for OISE to be granted degree-granting powers. We understand that the Ontario government in the past few years has been reluctant to create new degree-granting institutions in post-secondary education. One argument against additional degree-granting institutions is the added cost they would entail. This is not an argument in the case of OISE, since the institution is already funded from provincial tax dollars and has a full range of efficient administrative services.

In conclusion, we want to convey to Mr. Nixon, Mr. Peterson, Mr. Conway and Mr. Sordara that the Treasurer's announcement and the subsequent unwillingness of the Liberal government to reverse it, in spite of overwhelming evidence in support of an autonomous OISE, have placed great

strain on the students of the institute. In the past the institute has been able to attract good faculty members, staff members and students, who together have made the institute the dynamic institution it is.

The insecurity about OISE's future and the time and energy absorbed by this issue are beginning to strain these qualities. For example, in one department a prospective faculty member turned down her appointment because of the instability of OISE's current and future situation. In another department potentially well-qualified candidates chose not even to apply for a recent position for the same reason. We have heard from potential students that they are choosing to do the same.

At the same time, we have discovered an extent and depth of support for OISE that makes us proud we study there. We are confident that this committee and this government will come to the same realization and will provide OISE with degree-granting powers to enable meaningful negotiations with U of T to reach an acceptable long-term affiliation agreement. This would ensure the continued vitality of this high-quality centre for field development, research and graduate studies. Thank you.

Mr. McFadden: I should tell you that one of the two people working in the constituency office in my riding intends to enrol as a full-time student at OISE in September. She is hoping, along with what you are saying here, that she will have something to go to along the lines it is now rather than as it might be in future.

11:10 a.m.

With regard to the students' position here--your position, presumably--the university's feeling would be that it would not be jeopardized. You could just move over to the U of T--your degree is coming from the U of T anyway--and everything could go on as before. Have you been in communication with graduate students at the University of Toronto to compare and contrast your position with theirs? I am trying to determine whether you have checked out any deterioration or improvement in your position if a transfer were to take place, both personally and for the future of students in the long run, and in the quality of education you might expect to receive.

Ms. Denli: I will try to answer that. There are two different parts to your question.

In answer to the first part, we stay in close contact with graduate students at the University of Toronto through their organization, the graduate students' union. They have spoken to you. They are supporting our position.

I am not sure if the response to your question is in terms of the quality of studies within OISE as compared to the U of T in the abstract. One cannot really answer it that way. We are trying to argue that the quality of our program is not simply contingent on the teaching of the programs themselves; it is contingent on an interaction we have with the field centres, both inside the institute and with those people who take courses outside Toronto--because there is also teaching going on outside the main urban area--and the research that goes on within OISE. It is that interaction that really contributes to give OISE a different character as a graduate school. By that I mean there is an interaction between more practical issues that come up within the field of education, very broadly defined, not just within schools although that is important as well, and in fields such as adult education. My own background is in community and social work.

It is that interrelation and the interdepartmental nature of OISE that is very crucial to us. There are many excellent graduate programs within the U of T. The department of sociology, the one with which I am most familiar--I did my undergraduate degree there--is surely a good department and provides very good teaching. It is a very different kind of teaching than that provided through OISE. It is the integration of the research, the practical work in the field and the teaching in our programs that is so unique to OISE. We are worried that is going to be lost.

If I could follow up on your question, we find it a little ironic that both the Treasurer (Mr. Nixon) and I gather also Dr. Connell are making some arguments in support of the transfer on behalf of students' interests, that somehow this will be of great benefit to us and to students from the faculty of education at the U of T.

There has been one limited opportunity I know of, provided through the joint council on education subcommittee which looked into this matter. Students could express all opinions directly to that group about what we thought of this proposed transfer. It is my understanding the student representative at that meeting expressed opposition to it. We find it a little ironic that now our interests are going to be looked after, but we are not being asked how we feel about it.

Mr. Allen: I appreciate this brief. I was going to ask you something along the lines of what you just ended with. I too have been trying to understand exactly what this enhancement is and whom it is supposed to serve. I gather from what you have been telling us there is a great deal of fluidity and exchange in respect to student movement between OISE and the University of Toronto graduate faculties and their students. Can you expand on that to give us an impression of how extensive it is?

Ms. Denli: Do you mean between OISE and the U of T at the moment?

Mr. Allen: Yes. Do various graduate departments, possibly the University of Toronto's faculty of education and its students, use your facilities? What is the pattern of interaction that exists at present?

Ms. Denli: There are several ways in which that interaction takes place. One is through thesis work. Graduate faculty at the University of Toronto sit on committees and supervise people who do thesis work and research. That is one way and I assume that kind of interaction would and could continue regardless of what the institutional relationship is.

There is also the possibility for us to take courses at the U of T, for instance, in departments such as sociology, history and philosophy. It makes sense sometimes to take courses to expand on your special interest area to go to, say, the department of history at the U of T. It is quite possible to integrate those courses in our programs.

As far as student-to-student interaction is concerned, the only real interaction we have with students at the faculty of education at the moment is when they come over to use our libraries and they do so quite extensively. There are some graduate students at OISE who have taught at the faculty of education on occasional, one-time contracts. That is another kind of relationship.

Regarding the future relationship with the faculty of education at the U of T--and I guess your question is leading to what our position may be on the

integration between OISE and the FEUT, regardless of what the relationship is otherwise with the university--there are different ways that can be done. We have some apprehension about what that would mean in terms of the day-to-day running of such a new institution, of the numbers of people in classes and seminars, of what it would mean as far as recruiting and admission are concerned and in the usage of facilities, such as the computer facilities, the library and so on. We are not quite sure exactly what problem this integration is going to address. We are as curious as you are about what exactly is the rationale, both from the university and from the government, behind proposing such a solution.

Ms. Heald: The interaction is not a one-way street. There are large numbers of graduate students from various departments in the U of T who come to OISE to take courses as part of their programs. There are probably more coming to our side of Bloor Street, people have been fond of saying.

Mr. Allen: When students come to OISE, especially from some distance, do they come principally because they are attracted by the institute itself or are they attracted in some measure, and if so to what degree, by the very fact that it is part of the University of Toronto?

Ms. Heald: At a recent general meeting, some students indicated it was important to them that the institute was a part of the University of Toronto. A larger number did not care. They came to the institute; that is what they came to do. What it said on the degree was irrelevant.

Ms. Gotnard: In my own case, I was particularly looking at the program that was available. At the doctoral level in adult education there are only three possible places in all Canada where you can study, OISE being, in my opinion, the foremost of the three. It was the program that specifically attracted me to come to the institute, not the degree that would be attached to it because I felt that the reputation of the program would stand on its own.

Mr. Allen: You made some reference to the attraction of third-world students. I am curious whether the institute is required to levy visa student fees--

Ms. Heald: We pay fees to the U of T, so it is the same.

11:20 a.m.

Mr. Hennessy: We have been in these hearings for quite a while and we have been to quite a few places. In looking at the number of people who appeared before us and made submissions, I heard only two people out of all the hundreds that met with us who were in favour of the University of Toronto.

I appreciate Ms. Gotnard being here. I realize the situation in the vast area of northwestern Ontario. People in the southern part of Ontario do not realize how large it is. I would take a guess that 80 per cent of the land is in northwestern Ontario and 20 per cent is in the southern part; but 99 per cent of the people are down here and one or two per cent are in northwestern Ontario. It is very difficult for people in outlying areas, 180 to 200 miles away from Thunder Bay, to get information.

I ask Ms. Gotnard to elaborate on the great concerns of the people in northwestern Ontario on the move. The Treasurer and Dr. Connell are the only two people I can see who favour it so far, unless some of the members of the government favour it. I do not know whether they do or not.

Ms. Gotnard: I believe you have heard from representatives of the Lakehead Board of Education or that you will be hearing when you go out on the road. I am not sure of the exact schedule you are following. I am speaking from the perspective of an educator in northwestern Ontario. As you are probably aware, we have one of the field centres located in Thunder Bay. Professional staff members are attached to that field centre.

We are fortunate to have the centre located within the city of Thunder Bay, and it is a great advantage to have the facility so close. We have the professional staff there to help school boards do research. They are available as resource people at conferences. At the conferences I have organized, I have had staff from the field centre come and participate to our benefit. In the outlying regions, I hear from my colleagues in the field that they are also available to smaller boards that do not have the large support system at the administrative level that even the Lakehead board does, although it is small in comparison to boards down here. They find that greatly advantageous. Also, teachers themselves find it advantageous to have these people come and be resource people to them.

It is just the fact that the centre is closer. It is an access point for people from the outlying region to come to Thunder Bay or for these people to go out to these areas rather than having to make the trip from Toronto to Thunder Bay and so on. With the proposed merger into the University of Toronto, we are concerned that programs such as the field services may not have the priority with the University of Toronto that it had with the institute, because the institute had the field service as its founding mandate. We are concerned this might be lost.

I speak highly in favour of retaining those services for people from remote regions who do not have access to the libraries that have been spoken about. It would be a luxury to have such a library, but at least we have some of the people who are associated with the institute close to us to help us.

Mr. Hennessy: No doubt, anybody who takes over a new business, always revamps it. They move the counter this way, move something else that way or change the staff. My concern now is that there could be a loss of jobs. When the university takes it over, it will try to make it more efficient, in its opinion. Some people will be let go and other people will be saddled with their responsibilities. Are you not concerned about the possible loss of jobs if it is revamped?

Ms. Heald: That was the message of the previous delegation, and we support it wholeheartedly.

Ms. Denli: There is another aspect to that which goes with the loss of jobs. The informal talk within the university prior to the October 24 announcement was the concern that there are too many graduate students at OISE; that the institute is admitting too many students, and that part of the future--which we do not know--within the university may also mean a reduction in admissions, a restriction on the numbers and kinds of people who could come to graduate school. We are very concerned about that. Obviously, if you reduce the number of students, there is a great justification also to reduce staff. I think these two go fairly closely together.

Mr. Hennessy: You mentioned in your submission that you have to be completely independent. Would you elaborate on that?

Ms. Heald: While there have been benefits for us in being affiliated with the University of Toronto, we feel that if we cannot maintain the kind of autonomy OISE has had, those benefits pale by comparison. We would prefer to get degrees that simply say it is from the Ontario Institute for Studies in Education. Presumably, the budget would continue to be maintained and the way it is administered would be the same so that the field and research services could continue the way they have been.

Mr. Hennessy: Something that amazes me and members of my party is that the education budget is in billions of dollars--I do not know exactly whether it is \$3 billion or \$4 billion--and the Treasurer wants to make this change because he is going to save \$200,000. That does not make sense when you look at the amount of money being spent and a lot of people will be disrupted and be caused anxiety for \$200,000. It would be a lot of money to an individual, but to the government it is not even a fraction of one per cent. I cannot see the reason for doing it and neither my party nor myself support it. we support you.

Ms. Bryden: I am very glad the graduate students took the time and made the effort to come before us. They have a special story to tell about how the specific work for graduate degrees would be affected by this possible transfer.

I gather you feel that affiliation is beneficial to graduate students but the benefits may be outweighed if OISE's nature and resources change radically as a result of the proposed transfer and the loss of budgetary autonomy. That is the main thrust of your brief.

I would like to ask each of you the same question. If OISE's resources were not as broad as they are now, if you did not have contacts with teachers in the field, which OISE maintains at a very high level, if you did not have the centres to do research in the field in conjunction with your thesis and if you did not have people engaged at OISE in what might be called educational research of a less theoretical nature than the University of Toronto encourages, would you have been able to undertake the kind of graduate program and thesis topic you are undertaking? If those elements were not available, could you have undertaken your projects and programs of studies?

Ms. Denli: Before I answer, maybe I could make a slight correction. I am not sure that you can assume the research done at OISE is not of a high, theoretical nature, if you want to put it that way. It is of a very high quality theoretically as well as practically, and it is that integration that is so exciting about being a student there.

Ms. Bryden: That is a good point.

11:30 a.m.

Ms. Denli: In my studies, which are about the relationship between parents and schools, I have looked at the Toronto Board of Education, both currently and historically. Currently--unfortunately, practically right now--it is in a very sad state. My research was on the department that the board voted last night to eliminate or seriously erode. I have a problem in terms of my thesis topic.

As far as my relationship with people in the field is concerned, I have had a very good network provided for me by both faculty and researchers at

OISE who were able to put me in touch with people who made it easy for me to get access to do my studies and who provided me with the very practical kinds of research that had been done in this area, as well as the more theoretical questions of differences between parents from different social and economic backgrounds.

In addition, I have worked quite closely with faculty and researchers in the Centre for Women's Studies in Education and in the Women's Educational Resources Centre, which is a small research library specifically oriented to women's issues. I was a student at one point in the sociology department at the University of Toronto. Although I do not question the quality of that department, I do not think I could have done this work in its domain.

Ms. Bryden: Have the others any comment on how their subjects would be affected?

Ms. Heald: My work is made possible more by the Centre for Women's studies in Education and the Women's Educational Resources Centre than by any particular efforts studying in the schools per se. The faculty with whom I work have been attracted to OISE because it is the kind of institution it is. I am not sure they would continue to be there if it were a different kind of institution. Those are the ways they impact on my work.

Ms. Bryden: Ms. Gotnard, is your study on women's living dependent on the OISE women's centre and the women's study section?

Ms. Gotnard: It is a great support and a great help. They have been very helpful in the research I have been doing. I have been relying to a great extent on community-based organizations. At this point, I am looking at other areas than boards of education that provide education. Through ideas that they are incorporating in their programs, I am looking at ways in which I might be able to bring some of the best features of these programs to school board support of educational programs, particularly in the areas of literacy, numeracy and in the area of credits for high school diplomas for disadvantaged adults who are trying to gain some economic independence for themselves.

I cannot say I can answer your question clearly. My big concern is that if we were incorporated strictly into the University of Toronto and somehow or other the faculty of education and OISE became merged as one and the same, adult education might not be the predominant focus that I think is very important today for the economic wellbeing of our country. I would be concerned that it might be submerged and that the thrust of the faculty might be on children. As important as children and adolescents are, we have to be concerned as a province and as a nation with the lifelong education of people. No longer do we have the luxury of looking at education as something that happens to young people up to the age of 18, or possibly 22 if they go on to university. Education affects all of us in every single aspect of our realm. I am concerned that focus might be lost in a complete submersion of OISE into the U of T.

Ms. Bryden: The field of adult education is one of OISE's unique programs. That might be threatened if it had fewer resources or if other people determined its program in part. Knowing the University of Toronto's track record on women's studies, do you think there would be a danger that the whole women's centre at OISE, which is quite distinct and unique, would be weakened if fewer resources were available for it?

Ms. Denli: We are very worried about that. At the same time, we have

tremendous respect for the women on the U of T campus who are doing women's studies work and who are trying to do this work under difficult conditions, particularly incredibly difficult financial conditions. That leads us to believe that the same types of conditions may be the ones that our women's study centre, both the research library and the women's study centre as such, would experience if we were to be transferred.

Mr. Chairman: The next presentation is from the Ontario Teachers' Federation. Margaret Wilson is the secretary-treasurer and there are others. Good morning and please proceed.

ONTARIO TEACHERS' FEDERATION

Mr. Matte: To my right is Mrs. Margaret Wilson, the secretary-treasurer of the Ontario Teachers' Federation. To my left, Bruce Archer is an executive assistant with the federation. My name is Guy Matte, president of the federation. We welcome this opportunity to present our views on this important education issue.

This brief is presented on behalf of the 105,000 teachers of this province. It has the strong backing of the five affiliates of the Ontario Teachers' Federation. OTF's direct interest in this matter is based on several considerations. OTF and its affiliates are represented on the governing structure of the Ontario Institute for Studies in Education. Our members are the principal clientele group for graduate courses offered by the institute. As the service arm of the public education community, we derive considerable advantage from the wide range of resources, field development activities, research projects, conferences, publications and other materials that OISE produces or initiates.

OTF is opposed, as I am sure you will be sorry to hear, to any structural reorganization of the present affiliation relationship between OISE and the University of Toronto. It will lead to a weakening of the institute's capacity to determine its own directions and priorities, to a diminishment of the services it currently offers or to a distancing from the close relationship it has evolved with practising educators and the school system.

While we do not question the government's proprietorial authority to manage the educational affairs of this province, we do not subscribe to government by fiat. OTF felt and feels that the announcement by the Treasurer (Mr. Nixon) was a hasty and ill-advised intervention that was antithetical to the principle of consultative process that has been endorsed by this government. The announcement not only took both institutions by surprise, but also had the effect of changing the rules in mid-game and of negating a series of investigative negotiations between OISE and the faculty of education.

In general terms, based on announcements of this type in previous budget speeches and speeches from the throne, it is OTF's experience that the consultation, inquiry and consensus-seeking that should have preceded the announcement are forced to follow it, and that even where all the readings are negative, governments feel compelled to plunge ahead to avoid the appearance of ineffectiveness, or to dig in their heels against reaction to confirm their authority. Conversely, strong governments are capable of reconsidering or retracting an unpalatable proposal.

The government's case for integration is based on the grounds of a better rationalization of fiscal resources. These questions are raised: Is it the government's intention to achieve savings simply in the form of

administrative efficiencies, arising from a different type of structural involvement between the two institutions, or is it the government's intention to replace the system of funding under which OISE now operates and through which it can continuously pursue its institutional mandate and priorities, and to transfer financial management and control of OISE to the University of Toronto?

In the former case, it seems reasonable to inquire whether the magnitude of the perceived economies is such that it justifies a radical disruption of the current affiliation agreement through direct government intervention, and whether the government, as the central funding agency for both institutions, could not have directed them to examine jointly those areas of administration, program and services wherein duplication of effort could be eliminated and to arrive at mutually acceptable cost-efficient alternative arrangements.

11:40 a.m.

In the latter case, we realize the advantages to both the University of Toronto and the government. Similarly, the disadvantages to OISE, and to the educational community of which we are a part, are predictable and negative in their implications for the future.

It appears to OTF that the transfer of financial management and control of OISE to the University of Toronto would provide a new infusion of education-generated revenue to the university as a whole, but with no assurance of proportional returns to the institute through centrally determined university allocations. This inequity between revenue generation and returns seems to be the present situation at the faculty of education. While it may be attractive to the university to alleviate some of its chronic underfunding situation by endorsing this proposal, it does not make sense to OTF to improve marginally the health of one entity by seriously damaging another.

The university's priorities are not the same as those of OISE and are diffuse rather than focused. It must be anticipated that the university's concerns for the public education process, for education research, for services to the education system, in particular field development activities, and for the incorporation of public education agencies including OTF and the affiliates in governance and program decisions, will be significantly less than those of OISE at present.

The institute will suffer not only in financial terms, but also from the loss of status, identity, planning capacity, flexibility and morale, and will move from relative autonomy in determining and pursuing its institutional goals to departmental status within the university, subject to a deliberative structure that it can affect only minimally.

OTF believes that OISE represents a high-quality resource, both to the educational community of this province and ultimately to the citizens of Ontario and the government that serves their interests.

In many respects, and education is one of them, Ontario has earned admiration, perhaps to some degree envy, from the international community. It is generally perceived that this province has taken seriously the issue of education as a vitally important social priority and has fostered the evolution of a comparatively effective and progressive system of public education. It should be recognized that the very existence of OISE has

characterized this province as being in the vanguard of venturesome education investment and leadership.

It is OIE's considered judgement that the Ontario Institute for Studies in Education has not only justified its establishment and continuing support in this province, but also has evolved into an institutional model that will inevitably be emulated in other jurisdictions. You have already heard of the American initiatives in this area.

Ontario should take credit for and pride in an institution for which the sole and exclusive mandate is the improvement of education. From our perspective, OISE has pursued this mandate with vigour and imagination through the formative and adolescent stages of its relatively short history, and with each passing year gives evidence of gradually strengthening its capacities and expanding the range of services it offers.

Additionally, OISE has dispelled the apprehensions that attended its inauguration. Far from being the irrelevant, ivory-tower, wasteful think-tank that its early denigrators predicted, OISE has proven to be a highly functional, current, responsive, accessible and energetic player in the educational process, demonstrating considerable outreach and leadership from its personnel, and being much more attuned to the problems, needs and trends of the public education system than is the university system as a whole.

Partly because of its system of governance, which is weighted towards participation and input from the major agencies in public education and the public, OISE has consistently oriented its activities and research priorities to the pragmatic realities of providing quality education to the citizens of this province of all ages and stages and across a wide spectrum of interests, rather than abstract and esoteric investigations in educational theory.

OISE offers many courses, and I will not repeat them again. You have heard it all before. It also has several specialized internal research and service centres that we hold dear on women's studies, Franco-Ontarian studies, educational evaluation, modern languages, applied cognitive science and heritage languages. The programs benefit educators and administrators from Ontario and all parts of the world, and courses are available to Ontario educators not only at the institution but also regionally across the province.

It also provides invaluable research services to school boards and other educational organizations across the province. Many boards do not have their own research departments and rely on OISE to help them evaluate and improve their programs. The ministry does so and so do these teacher organizations. Working with teachers, OISE faculty and research staff have developed and disseminated innovative curriculum approaches and materials for classroom use. The eight OISE field centres offer excellent local resources and have particular importance in the north.

The common element of this catalogue of OISE activities is that they bear directly on education. There may be no other institution in the world that manages to comprehend teaching, research and field development in a total program and at an efficient level. The latter aspect is of particular concern in terms of potential damage since field development is not a traditional university priority and since it involves a long-term reflective activity whereby initiatives and observations in the field lead back to necessary research by the institution.

OISE may be construed as a curious hybrid, part university and part

provincial field development agency. It is also a universally acknowledged success. Its distinctiveness, perhaps uniqueness, as an institutional model is not in itself sufficient argument for reacting to a proposal for radical change. However, the success of this model, the continued commitment of the people whose efforts have led to its present recognition and status and the potential for further growth and development constitute an argument for a careful reconsideration of the government's transfer proposal.

Professor Jerome Bruner, Mead professor at the graduate faculty at the New School for Social Research in New York, comments in a letter to the Premier:

"I understand that there is some question as to whether OISE will continue as an autonomously governed organization with a commitment to use all resources for the advancement of education. Although I do not know the particulars of the proposed change in status nor the reasons, I feel I must emphasize the importance of caution in any change that would affect the structure or functioning of this institute. It has succeeded where many other institutions have failed, and its loss would be a loss to the world, not only to Canada and to Ontario. To be sure, there are hard times for the support of research and scholarship everywhere, but it would be tragic indeed if temporary exigencies forced your government to turn its back on OISE's unique success."

Off subscribes to this view. We hope this committee will also.

11:50 a.m.

Ms. Bryden: I congratulate the teachers' federation for appearing to tell us how OISE affects its constituency and the large group of people it represents. I like your phrase "the service arm of teachers." We have learned from our travels around the province, as well as from the briefs presented here, that OISE's services are an integral part of assisting teachers in performing their functions and working in the field and with parents and trustees. It appears to be the service arm of boards of education as well, particularly the smaller ones that do not have research staff or staff to help implement guidelines in a practical way. I think you have recognized the unique role that OISE plays.

You are concerned about distancing the relationship with practising educational people. In the light of that, do you think a long-term affiliation agreement would be preferable, or would it be better if there were a degree-granting institution called OISE which would incorporate both undergraduate and graduate education, perhaps in some sort of relationship with U of T in terms of undergraduate education? Would you prefer the negotiation of a long-term affiliation agreement, which would protect the integrity of OISE and its budgetary autonomy, or working towards a broader educational institute for the province, which would incorporate all levels of teacher education and the kind of functions OISE has been performing?

Mr. Matte: At this point, the federation has not taken a position on whether it would be better to be affiliated or to be a degree-granting institution in its own right for graduate and undergraduate studies. In our minds, what is important at this point is a change in the government's position on the integration of OISE into the U of T and making it just another department. That has a long-term, detrimental effect on the educational quality in this province.

I leave to you the direction it should take: whether it should remain independent, whether we maintain this long-term affiliation or give it its own degree-granting right. In our view, affiliation has not been totally negative. There have been a lot of working relationships between U of T and OISE, which have probably also helped both institutions. At this time we are not ready to give you our advice one way or the other.

Ms. Bryden: This committee is trying to come to some conclusion on what appears best for the educational system of the province. On page 5, you mention your concern about the loss of status, identity, planning capacity, flexibility and morale, which are fairly substantial losses. Our mandate is to try to overcome some of the disadvantages that appear to be in sight from the present transfer proposal.

Can we have the same kind of input from organizations, such as the OTF, that are represented on its board of governors? Do you think if there were a transfer, it would be necessary to set up some sort of an advisory body representing all those constituencies that are now represented on the OISE board, or do you feel you would be dealt out if you were not represented on some sort of a program board?

Mr. Matte: There are two things. Our experience of an advisory body has been bad. It gives advice, but it cannot enforce or direct a board of governors. OISE can do that. If we are part of such a board, we can much better influence the long-term direction of the institute. I do not know whom an advisory body advises. It could be the director of the institute or, if it were integrated, the president of the university or any faculty groups at U of T. I think this would be highly unsatisfactory, and I will tell you why.

The federation currently has a relationship with each of the faculties of education built upon an advisory committee. We are part of an advisory committee with 11 faculties of education in the province. Our experience has been that we advise the dean of the faculty on some directions that these faculties should take, but it is only advice and it may or not be taken.

Then the dean will go to the university senate and board of governors to try to change something over there. By the time the advice we have given to a group finally goes to a place where there is decision-making power, there is not much advice left over. If we are talking about direct influence, the way it is set up now ensures that this direct influence will be heard and dealt with.

Mrs. Wilson: I represented the federation on the advisory board of the faculty of education at the University of Toronto for four and a half years. Under the statutes that transferred the Ontario College of Education to the University of Toronto, that advisory board advises the president of the university. The dean sits as a member of the advisory board. It took us more than two and a half years to convince the president of the university that there was a need for programs that would teach teachers how to teach children to use computers. This was well after the Ministry of Education had the Icon program going.

Everything was in place to have computers in the schools and we could not convince the university president that the teachers had to know what to do with them. I found that an extremely frustrating experience. It was not the only frustration in being in an advisory capacity to someone as distant from the action as the president of a university as big as the U of T. We were told by the provost of the university that the university had real doubts about

whether it was appropriate for a university to have professional schools. We were told specifically that the faculty of education at the U of T should be down-sized to a staff of 35.

There are only three faculties in the province that provide significant programs for the secondary sector with all its specialities. The faculty of education at the University of Toronto also has the Child Study Institute at the early primary level. It was incredible to me that someone was saying that the only institution that goes from early primary in a highly specialized sense through all the secondary specialities should be managing on a staff of 35. That debate went on over a three-and-a-half-year period and we got nowhere.

How OISE would survive in that milieu is absolutely beyond me. I remain somewhat distressed that the discussion of the integration of the faculty with the institute has collapsed in this welter of political confusion right now.

Ms. Bryden: Thank you. You have answered my question very thoroughly.

Mr. Allen: I have waited for this brief for a while. Since the 105,000 teachers in Ontario are the ones who, perhaps along with the boards of the province, know best how this institute functions and what it delivers to the province, I am not surprised at the directness and the succinctness of the brief, the pointedness of its arguments and the clearness of its conclusions.

I gather that the federation has followed the Treasurer through the three stages of his argument: first, duplication and possible savings; second, rationalization in the post-secondary sector, and third, enhancement. From what you have latterly said, all three of them are found wanting, so I do not want to pursue any of those lines of questioning.

12 noon

A certain hidden assumption in what appears to be happening, perhaps from the university's side but more certainly from the government's side, is that the amount that is spent on research, applied and otherwise, may well be excessive. These intimations of savings, rationalization and the notion that perhaps the resources of the OISE could somehow best be diverted into enhancing the undergraduate faculty at the U of T lead me to that suspicion.

As the umbrella organization of Ontario teachers, can you comment on whether \$28 million devoted to an institute such as OISE is excessive or adequate to service what amounts, at least at the pre-post-secondary world, to an approximately \$6-billion undertaking?

Mr. Matte: I have experience in research with two other universities, Laurentian University in Sudbury and the University of Ottawa. If we look at the type of human resources these institutions have at their disposal to do research, it is a wonder they can manage. There are so few people in these universities who can undertake research that only one or two real projects can be done in any of the graduate sections. There is a vacuum of human resources there because of the general underfunding of the university education process.

It seems to us, and it is borne out by the Minister of Education (Mr. Conway) and other institutions in this government, that there is one area where we have put a lot of resources, money and people to make sure we get the best research possible to answer the questions we have. When we look at the amount of money the Ministry of Education puts out for research contracts, the bulk of this research goes to OISE.

This indicates that is where we have decided to concentrate a lot of our research power. If we are going to downgrade this institution to a level where we will not have the human resources to do this type of research, I wonder where we are going to go in Ontario. Very few places besides OISE are doing a major part of the research in this province. Look at all the documents that have come out of OISE, paid for by the Ministry of Education on a contract basis, not as part of the block grant. On a research basis, you will see this is where the major part of the money is going.

I think OISE is important for this province. The previous government supported that. This is an institution worth supporting the way it is. I also think \$28 million for it is a bargain for the type of publicity this province is getting outside Ontario and outside Canada. Look at the type of budget Canada and the province is putting out in the United States to show that Ontario is on the map. This is a bargain.

Mrs. Wilson: In terms of enhancing undergraduate teacher education, it is probably worth reminding you that I believe one group that appeared before you pointed out that the faculty of education at the University of Toronto draws \$18 million to the university in basic income units. In its turn, for its own budgeting purposes, the faculty receives only \$9 million. The issue of enhancing education at the faculty is one of whether it gets a fair share of the income it actually draws. It would not take additional government grants to do that; it would take a reallocation within the university, where the faculty apparently is not a priority.

Mr. Allen: We asked the president earlier whether, if this proposed enhancement process were completed, the university would be prepared to consign certain new resources to the faculty of education. He made it quite plain to us that there could be no such movement of funds. That tells us the story.

Mr. Matte: That is also true of all the faculties of education in the province.

Mr. Allen: Yes. I gather from your response that you see no advantage either in the real circumstances in which we find ourselves or, more generally, in the concept of somehow bringing the undergraduate faculty of U of T together with OISE as an undertaking?

Mr. Matte: No, we have not discussed in our documents whether it would be a good thing to integrate the faculty of education into OISE. We have no philosophical problem in pursuing this with you. Should you recommend that, we certainly would not be opposed to it.

Mr. Allen: Your problem is with that happening in terms of a merger.

Mr. Matte: Yes. What we have seen in the past is that every time education is put in an integrated manner with a university, education has paid for the rest of the university work. It is very nice to have university work in the other areas but I do not see why education should pay for the rest of the university sector. We have an institution now that pays for itself, that does a lot of research and seems to be a good thing. I do not see why we should downgrade that institution.

Mr. Allen: Would you endorse the fairly frank statements we heard in the field to the effect that OISE and its outreach programs were what made the

difference in the capacity of much of the province to maintain equal opportunities in education across the province?

Mr. Matte: I will not say it was the only factor, but it certainly was a factor in ensuring that some educational opportunity is there for teachers and students, especially in the north where I have more personal knowledge of what OISE has done.

For example, I look at the North Bay research centre and the applied research that is done in Kirkland Lake. What other university is thinking of going into Kirkland Lake and doing something for people there? Is U of T going to go there? Not even Laurentian University goes into Kirkland Lake. When you look at something from Toronto which it is unusual to get out of--people from Toronto or from a Toronto institution--it is not really true. It is an Ontario institution and it is active in all parts of the province.

When you ask teachers and educators in the north the value of OISE, they will tell you very strongly that it is important to them because it does something for educators in the north. It would be very damaging for the educational opportunities of northern educators and children if such an integration were forthcoming. We believe very firmly that one of the first things that would be cut would be this field development centre.

Mr. Hennessy: You mentioned \$28 million for research. You have something that is doing well. There has never been a problem. You are spending \$28 million and you are getting more than the value for your money.

For the sake of \$200,000, which the government thinks it is going to save, it is willing to change this program. It may cost a lot more; it may not even function as well. I agree with you. I come from the north and OISE does a tremendous job up in northwestern Ontario. There are only 250,000 people in the Thunder Bay area--Kenora and all those places. You have to go 200 or 300 miles. You have to take a plane to get into Armstrong. This information is available to the people up there. To jeopardize a program which is producing very well to save \$200,000 does not make sense.

Mr. Matte: We certainly agree with you on this one. Trying to tinker with something that works just to save \$200,000 is not appropriate. I would like to comment on one thing, since you are talking about the north.

Teachers in the north who want to do graduate studies have a hard problem. The only way they can do it is to come down during the summer and take their graduate studies in some university, because no post-graduate studies in the north are given by either of the two universities. The only way they can do it is to come down.

12:10 p.m.

There are two alternatives. One is to take courses from some university in the US which comes up to North Bay and gives courses for about \$3,000 per course to teachers who are prepared to do their graduate studies. Teachers who have no choice are doing that. They are paying that kind of money to get an upgraded qualification. The other is that they get the Ontario Institute for Studies in Education staff going to teach. For example, some people go to Elliot Lake to give graduate courses to teachers there. They go from Toronto to Elliot Lake. There is no other university that would do that because they cannot afford it in human resources. They do not have enough people to do that. OISE has been at the vanguard in doing that. That is why, when we talk

about a provincial perspective, it is important thing to the teachers of Ontario that this independence of direction be maintained for OISE.

Mr. Hennessy: I have one final question. It is in connection with the loss of status that was mentioned by one of the previous speakers. It had to do with the possibility of the loss of jobs and loss of education in regards to the education the people of northwestern Ontario have received in the past.

When you look at all the aspects of it, the amount of money that has been spent by the ministry and taxpayers in regard to education, the billions and billions of dollars, and you have a program in place, if that program is transferred, then someone else is going to tinker with it and change it around. People who are at the retirement age will get the golden handshake and will be gone because somebody else will be taking their place. If the jobs are put in one department the other departments will then become redundant as far as they are concerned. Can anybody say that the \$28 million you have now is not going to go up to \$35 million? They are going to hire people at higher salaries. If that is the case it does not make much sense.

Mr. Matte: I certainly agree with you that there are not many people. I think it was mentioned before to a previous group that there were only two groups of people who came here to show advantages to this change due to integration. I do not think anybody can really say seriously that there would be any advantage in integrating OISE into the University of Toronto. We find it very hard to rationalize at this time, after all of the people who have spoken, that some people would still believe that there is some benefit to moving OISE into the University of Toronto. I guess that is what politics is made of; you do not have to be rational.

Mr. Hennessy: I have one final comment.

Mr. Chairman: That was a final comment. We are getting far behind.

Mr. Wiseman: I have a brief comment. I agree with Mr. Allen and some of the other speakers that your brief was straightforward when it represents as many as 105,000 people, and you come and tell us.

Based on what Mr. Hennessy and others who have sat on the committee much longer than I have said, and I came in this morning for the first time, I hear there are only two in favour of this. I go back to your second page where you mention the Treasurer (Mr. Nixon) made the announcement, but with previous governments, either in the speech from the throne or the budget, there was room for dialogue and some consensus.

I had hoped Dr. Henderson would be here. I am just coming off a committee that dealt with Bill 94 where we had people come in and tell us that we either had to hit a person over the head with a sledgehammer to get his or her attention, or you had to say it many times, I think it was 100 to 1000 times, then perhaps they would get the message.

Perhaps our two friends over here who are still with us, hearing from the people who are here this morning, and a group representing 105,000 people, we will get the message that you cannot run over people the way they have in so many areas, as we have seen as legislators. There has to be dialogue. In the Bill 94 hearings, we hear it is working pretty well in most cases. We hear of OISE doing a real good job. If they are not listening to reason maybe it is time we hit them over the head with a sledgehammer. We have talked enough about it.

But I do thank you for coming in. I hope this will be considered when the minister comes in on Thursday. You represent a lot of people and know what is happening around the province with education. I do appreciate your coming.

Mr. Matte: Thank you. I would like to make one comment. After what you have said, I have to add that the current government does not have a monopoly on government by fiat in relation to this issue. Previous governments somewhere else might have had some tendencies once in a while--a very few times--to jump the gun before bringing an issue to people and discussing it with them. I do not want to give the impression that it was only this government. In this issue there has been a mistake made; we should have talked about it before and found a good answer that would have been appropriate. It is not too late. On this one they probably deserve the sledgehammer approach.

Mr. Chairman: That goes to show you it is better to ask questions than to make statements.

Mr. Matte: That is right.

Mr. Wiseman: --the last paragraph of page two. I think you give us a little credit for the previous government.

Mr. Chairman: The next presentation is from the OISE Psychoeducational Clinic--Dr. Robert MacIntyre and others. I am sorry we are running late. We are trying to let members of the committee and witnesses talk as long as they like. If 1:30 comes around, we may get very hungry.

OISE PSYCHOEDUCATIONAL CLINIC

Dr. MacIntyre: We will try to keep this a brief brief in view of the time. What we would like to do today is provide some information to the committee about one of the OISE activities which is providing service to the citizens of Ontario. That is the OISE Psychoeducational Clinic which has been in existence in its present shape for the last two and a half years. In that time the clinic has seen over 500 children and adults for a variety of clinical and psychological assessments and for counselling and educational intervention. Last year we had over 2,000 sessions--meetings, counselling sessions, assessment sessions, remediation and tutoring activities with children and adults in Ontario.

Since I am sure you can all read this brief at your leisure, if you find any, I do not want to read it. What I would like to do this morning is simply introduce the people here and let them say something about their particular aspects of working in the clinic. This is a professional training clinic: the work in the clinic is part of our graduate training, our training of applied psychologists and special educators, and of our research, applied research primarily, in various aspects of learning problems, personal adjustment and school adjustment.

We have with us today Dr. Linda Siegel, one of our faculty members and a researcher in the clinic. Her research project in learning disabilities is one of the very active users of the clinic. We have Dawn Bergenstein who is one of our graduate students and my research assistant in the clinic in a project we have going in assessing and counselling adults with learning disabilities. Dr. Judy Weiner has run both a summer and a full-year ongoing tutoring and assessment program for children experiencing severe school problems. We also have three parents whose children have been seen in the clinic for a variety of purposes and who will be available for questions from the committee

regarding the impact of the clinic on themselves, their children and their own dealing with the education. These are Mrs. Cappon, Mrs. Gibbons and Mrs. Teggart. I will let Linda take it from here.

Mr. Chairman: According to my mathematics, you may not have everybody sitting at the table here. Did you get everybody at the table?

Dr. Macintyre: Mrs. Teggart is in the white back there unable to get near the table. We will bring up a chair for her now.

We have a change of order. Judy Weiner will go next.

12:20 p.m.

Dr. Weiner: The program I have been involved in running over the past two years is an afterschool and summer program. Some years we run it in summer and some years after school, but it is in conjunction with our graduate teaching in special education. For example, this year I have 14 graduate students, most of whom are qualified teachers, who are obtaining their masters in special education. In addition to their class work with me, each spends an hour and a half a week working with a child doing an ongoing assessment. It is not so much an assessment through testing of children but is more involved with teaching them on a trial teaching basis. These are children the school boards and the parents feel are puzzles. What they have tried in the past has not worked. We are trying to do is find out how they learn best and how we can best teach them.

We work with the children over time. We meet with their parents and with the schools. This month, I am going to four different school boards, all over the place, to meet with them and send out a report. We hope to make some gains with the children during that time, but even more important, to find out how they can be taught so we can work with them later.

For example, Mrs. Cappon, who is here with me, has a 14-year-old son who when we first saw him three years ago was virtually a nonreader and had severe language problems. We have done psychoeducational assessments and the remedial program. We were out at the school. The school wanted our consultation in order to do some planning with him for next year when he goes into high school. Those are the kinds of things we are doing in the clinic.

Dr. Siegel: I would like to speak briefly about what transfer to the University of Toronto would mean for the psychoeducational clinic. As you may know, most universities in Ontario do not have clinics such as our psychoeducational clinic. I had a discussion with the current chairman of the psychology department at the University of Toronto and he could give me no assurance that he would be willing to spend the psychology department's money to maintain the clinic.

The type of research we do in the clinic very often involves the evaluation of programs. For example, programs to help children with reading problems. This type of research is applied. It is not basic or theoretical research. It is the type of research that typically has very low status, if any status at all, within a university.

Finally, I would like to give you a brief example of how we avoid duplication at the Ontario Institute for Studies in Education. The type of work we do in the clinic requires a large number of psychological and educational test materials. These test materials are very expensive, some of

them costing as much as US\$700 or US\$800. We do not have these materials in the clinic. Instead, they exist in the test library of the institute where they are available for individuals who need to take them out or to look at them on a regular basis. We do not have to maintain our own collection at the clinic because of the excellent facilities at the library. This particular part of the library is very efficiently run and very accommodating to those of us who wish to use it. There is no library like it at any university in Ontario.

There are a number of reasons the clinic would be unable to function in its current capacity if we were transferred to the University of Toronto.

Dr. MacIntyre: We are ready for questions.

Ms. Bryden: We have become aware--perhaps we should have been aware before--of another unique OISE service. Perhaps these hearings are serving an additional function of increasing the public's awareness of some of the unique programs that OISE is carrying on. I hope perhaps our report may also increase that awareness to people when we recognize briefs of this sort. I gather that your service is mainly known by your clients, the parents and children, and by educators because of your evaluation of programs in a very difficult area. There is always controversy as to how one can deal with the kind of problems you deal with and the kind of needs.

Do you think that if the Ontario Institute for Studies in Education was merged with the University of Toronto that the present psychology department in the university would be of assistance to you in continuing the work of the clinic or participating in it, or do you feel that your clinic is best operating as its own self-directed clinic under OISE?

Dr. MacIntyre: I do not think the relevant departments at the University of Toronto would support the clinic because they do not have the same need for it. The clinic mainly supports the work in the departments of special education and applied psychology, and I emphasize the word "applied." The University of Toronto psychology department concentrates on academic and experimental psychology to the extent that some of the applied work of regular full-time U of T students is done at our institution.

I teach a course in guidance and counselling of parents of the handicapped. I have had several of the U of T trained psychologists take that course after they find themselves in the position of working at one of the hospitals testing children, finding a child is mentally retarded and having to take that news back to the parents. At that point, they began to realize that there was something missing in their training. They needed actual work in how to deal with the applied aspects.

Although the University of Toronto does have a counselling and guidance centre which appears to provide parallel kinds of counselling services that we do for the U of T students, there are segments of the service even to the U of T students which that centre does not provide, and they come to our centre for that, particularly with regard to assessment and counselling of U of T adults who are suffering from learning disabilities. The counselling centre there feels that they are not qualified to handle that. Because they do not have the applied training needs, they do not have the same motivation to maintain the clinic at its present level, or perhaps at all. That is one of our concerns.

Ms. Bryden: You give courses to people who are enrolled in the faculty of psychology at the University of Toronto. I presume you have a cross-appointment with them.

Dr. MacIntyre: Yes, ma'am.

Ms. Bryden: Is there any reason why that sort of relationship could not continue if OISE continued as an independent institute? Could there be mutual sharing of courses and covering of areas which are not covered by both faculties?

Dr. MacIntyre: I think the answer is similar to the previous one. The department of psychology is not maintaining an applied psychology program or applied psychology emphasis. Therefore, much of what I teach--and I not only teach the counselling and guidance, but also curriculum, special ed and things of this sort--does not fit into that department at all. I do not believe I could do the same kind of work I am doing now either in teaching or in my research of adults with learning disabilities within the framework of the University of Toronto psychology department.

Mr. Allen: The first question I am interested in asking you is how critical the operation of the psycho-educational clinic is to the day-to-day implementation of the reintegration of special education into the classrooms of Ontario which, of course, is a program that has been mandated by the provincial government.

Dr. Weiner: There are a number of ways in which we do that. One is because many of the children are referred to us by the school system, they actually want our input. We constantly get calls from principals of schools, school psychologists, special education consultants, and special ed teachers who say: "We do not know what to do with this child. Can you assist us with this?"

12:30 p.m.

Another way, for example, was two years ago we produced a videotape called "You, Me and the IPRC," which is the identification placement review committee that is the major decision-making body with respect to placement of children in special education classes and programs. This videotape has been purchased by more than 40 school boards the last time I looked, rented by virtually every board, and also has been purchased by all of the faculties of education in the province as well. If we start to look at the impact of the kinds of programs and services we provide, it goes beyond the children we actually see in the clinic to the outside. As well, some of the teachers take our clinic course. For example, one teacher from Kirkland Lake took it from me a couple of summers ago. When she sent in a student on whom she wanted a more specialized evaluation, we worked with that child, but then she was a contact in the community of Kirkland Lake to implement some of the suggestions we made. It is an ongoing, mutually supportive relationship.

Mr. Allen: How do those activities interrelate with the work of the field centres? Do you have people placed with some of the field centres or do you work by moving personnel to the field centres for special projects? What is your relationship there?

Dr. MacIntyre: The majority of our work with the clinic itself is within this geographic area. We have not done an outreach to the field centres as a clinic activity, although several of us have been in that area. Two of my colleagues and I just finished a series of eight three-day workshops for small school boards in the Thunder Bay area--we started in September and ended this month--on assessment procedures in special education, training and consultation in that regard, but not necessarily as a clinic activity directly.

Mr. Allen: When the field wants more specialized training and experience, it sends personnel to you for the training and experience. Otherwise, you have an outreach activity, which I gather Dr. Weiner has just described, to service the field with materials you have developed out of your own experience.

Dr. MacIntyre: Yes.

Mr. Allen: This is something we should probably underline pretty heavily. When a province mandates a program across the front of the school system, such as the reintegration of special education services for children across the province, it is absolutely crucial that those services be available to make that happen in an intelligent and sensitive fashion. I for one would be very anxious if anything like the Psychoeducational Clinic were in any sense jeopardized by any of these negotiations. In what we have been told about the reigning attitude of the department of psychology of the University of Toronto with respect to this clinic's activities, the signs are not very positive in that regard if this venture is carried through.

That is the principal question I have to ask. It goes to the heart of your activities. There are one or two others that I would be curious about, but I do not want to indulge them. They are more personal and perhaps would not take us much farther down the road.

Mr. Chairman: Thank you very much, parents and educators.

The next presentation is from Professor McCormack Smyth.

DR. D. McCORMACK SMYTH

Dr. McCormack Smyth: At the outset I want to thank the members of the committee for the opportunity and privilege of making this statement.

I address myself in what I am going to say to the grand query, what does the Legislature of Ontario wish for its education system in the latter part of the 20th century and into the 21st century. My purpose in making this statement is to urge members of the committee to support the proposal that the Ontario Institute for Studies in Education be granted the right to confer academic degrees, diplomas and certificates in education. It is my hope that the Legislature of Ontario will grant such degree rights and that those rights will be assumed to authorize OISE to offer degrees in general studies as well.

Perhaps I should say a little bit about my own background and why I am here. I have perhaps the oldest PhD from OISE in higher education. I am sorry Mr. Hennessy is not here, because quite a few years ago I used to spend my weekends going to the Lakehead on behalf of the department of adult education of OISE to contribute to the improved qualifications of members of the faculty of Confederation College of Applied Arts and Technology.

I speak to you on the basis of 30 years of experience in three universities: the University of Toronto, the University of Cambridge and York University. I came into academic life 30 years ago after helping to advance international trade for Canada. I did it through the Canadian International Trade Fair, which transformed Toronto, in part, into a city of international stature. I went to Cambridge, England, after a term as director of admissions at the University of Toronto and helped in the creation of Churchill College, Cambridge. I returned in 1962 to help in the development of York University and served as dean of Atkinson College from 1963 until 1969 and, during the

same time, as director of York's Centre for Continuing Education.

In 1966 I was invited by the Honourable William Davis to serve as vice-chairman of the Ontario Council of Regents for Colleges of Applied Arts and Technology. I continued as a member of that body until 1973. In the event that you might think I was invited to become a member of that body because of an affiliation with the Conservative Party, let me assure you that I have never had the pleasure or the privilege of being a member of any political party. Donald MacDonald used to tell me he was sure Bill Davis asked me to go on the Council of Regents because of statements that MacDonald had made in the Legislature in relation to things I was doing. The last time I saw Bob Nixon, the day the new government was sworn in, he reminded me how he used to quote me with acceptance on the subject of community colleges.

I come before you as one who has some experience in the overall system and also in the politics of life within institutions. I recall some years ago when I moved to this area and decided to do a thesis for an advanced grade, I thought I would do it on an aspect of the sociology of higher education. Alexander Brady said to me, "You should do it on the anthropology of academic life," so I have some knowledge of what goes on.

I have given this personal background to indicate that what I shall say flows from first-hand experience in the rapid development of a university, York University. I was on the committee of the North Toronto Young Men's Christian Association in the late 1950s, which came to the conclusion that there ought to be a second free-standing university in Toronto. I have been involved in the creation and development of two university colleges and the establishment and expansion of a new provincial system of 22 community colleges.

My support for the granting of degree rights to OISE is based on my conviction that if Canadians are to resolve the variety of multifaceted problems that confront them on both the macro and the micro levels, new and vigorous initiatives are required in education. OISE could and should play a key role in ensuring that such new initiatives contribute to the resolution of the multifaceted problems before us.

Canadians, in company with all the peoples of the world, have moved into an entirely new age characterized by the potential of nuclear power and the ubiquitous presence of video culture. Albert Einstein reminded us that the unleashed power of the atom has changed everything except our modes of thinking, and we thus drift towards unparalleled catastrophes. Canadians, with all other members of mankind, face the unparalleled catastrophes of which Einstein spoke.

12:40 p.m.

The crises in which we live have flowed not only from the advent of nuclear power but also from the technical, psychic and social transformations being occasioned by the robotization of work and the transformation of our systems of communication. The combination of the advent of nuclear power, the robotization of work and video culture has fostered a widening sense of alienation, a sense of powerlessness, meaninglessness, standardlessness and estrangement in Canada and throughout the world.

This sense of alienation is one of the deep, pervasive problems of the modern world. It is part of the new conditions of human life, and I indicate only five of these new conditions. Work, in many of its traditional forms, is

no longer the organizing centre and source of significance in the lives of many people. During the last two or three centuries in the industrial world, society has been organized in strategically significant ways around work. Computerization and robotization are dissolving work in many of its traditional forms.

I recall going to Oshawa in 1963 and speaking to the Rotary Club and telling them what was going to happen to jobs in the automotive industry. I was snocked by the response. People said, "This cannot really happen to us." Perhaps it is not advisable to try to talk about these things too far ahead.

The second change in human life to which I refer is the displacement of print culture, with its emphasis on human communication through the printed page, to a considerable degree by video culture, characterized by mass communications. The invention of printing made the continuance of a monopoly of literacy impossible and contributed to the democratization of life. The advent of video culture, based on visual images, is unequalled as a means of arousing emotion. The gradual weakening or displacement of written language by electronic images inescapably contributes to depersonalization and may well foster antidemocratic tendencies.

I indicate also another change in our time: namely, that historic institutions--colleges, universities, parliaments, churches and synagogues--appear no longer to enjoy the measure of confidence and respect that was accorded to them until a relatively few years ago.

Another facet of our culture is that education must increasingly become a lifelong process. While a variety of modifications have been made to traditional education programs, education is still regarded as primarily an activity characteristic of the early decades of human life. Most colleges and universities are organized on the basis of this assumption.

Finally, I suggest that ideas concerning the nature and potential of science and faith in science as a means of explaining the whole of life and of ensuring the harmonious life of mankind are being transformed. No longer is there the faith in science that there was in the past.

Given these developments and others that could be identified, the urgent need to give attention to desirable future patterns of education at all levels becomes obvious. Historically, education, as the organized process whereby culture is carried forward and experience has been co-ordinated in the hope of improving behaviour, has been a dependent secondary activity. Education has been shaped by the culture and, to a limited degree at any particular time, has helped to refine the culture, but it has been dependent and secondary in the midst of the profound changes occurring in our time.

The need to ensure that the humane, life-enhancing traditions of education take priority over the widening emphasis on standardization and interchangeability in this new age becomes ever more urgent. If such life-enhancing traditions are to receive priority, education must increasingly become an independent and primary activity. This is particularly urgent in societies that call themselves responsible and democratic.

OISE should seek to accomplish for Canadians in the specialized field of education in the late 20th century and onwards into the 21st century what the Massachusetts Institute of Technology and the other land grant colleges did for the advancement of science and technology in the United States in the late 19th century and onward into the 20th century. If OISE is to serve as a

pioneering centre for higher learning through education, it needs the freedom and public stature that only a free-standing institution of post-secondary education enjoys.

On the basis of more than 20 years of experience in seeking to establish and develop a distinctive university college for adults--namely, Atkinson College--within a traditional multifaculty university, I say without equivocation that it is extremely difficult, if not entirely impossible, to develop new educational approaches in established, ongoing universities. My experience in the creation of Ontario's system of community colleges on the basis of the forerunners of that system has brought me to the firm conviction that if one is to make a creative intervention in any education system, it is preferable that such intervention be made through an independent institution. Thus, I strongly support the recommendation that OISE be granted degree rights.

What should be expected of OISE if it is given degree rights? Not only should OISE be charged with the responsibility of offering degrees, diplomas and certificates in education for teachers and other professional educators, but it should also be expected to develop and offer, at both the undergraduate and the graduate levels, courses in general studies designed to provide liberal educational opportunities to the increasing numbers of adults in the modern world who wish to understand the nature of change in the physical world and social life and to improve their understanding of the heritage of and future prospects for mankind.

Such programs of general studies should be designed to improve human understanding not only of the grammar, logic and rhetoric of the printed and spoken language but also of the grammar, logic and rhetoric of the computer, television screen, space satellite and the other sophisticated hardware of the nuclear-video culture that surrounds us all.

In offering its degrees, diplomas and certificates, OISE should give particular attention to the development of arrangements to facilitate the continuing formal education of graduates of Ontario community colleges who wish to proceed to university degrees. Many graduates of Ontario community colleges may wish to proceed to the formal academic qualifications available through OISE, or they may wish to do certain additional work that will facilitate their admission with advanced standing to other Ontario universities.

In this connection, during the last 15 years I have had the privilege of teaching between 1,200 and 1,400 graduates of Ontario community colleges. These people need encouragement that is not now open to them in the normal relationships they can find with universities.

Among OISE's key initiatives should be the conduct of short courses and seminars for school, college and university administrators and trustees. Given the profound changes under way in human life and the need to assist those who are trustees of the public interest in education in the discharge of their responsibilities, it is obviously clear to any thoughtful observer of what is happening in education in our time that one of the profound problems we face in post-secondary education in Ontario is the need to find means to help those who are the trustees of the public interest in universities. I am speaking of those persons who are appointed to boards of governors of colleges and universities established under statutes of Ontario.

Similarly, OISE will wish, no doubt, to give special attention to the development of programs and methods for the improvement of the systems of

information transfer. Much of what goes on in colleges, universities and schools today relates to the pre-Gutenbergian system of information transfer. We have to move forward, but at all costs we must do nothing to depersonalize the system.

12:50 p.m.

One of the primary reasons I believe OISE should be a separate, independent institution is my belief that most of Ontario's universities are now too big. Big institutions have major problems in attending to the needs of their individual members. I am surprised by the number of students at York who, after taking a single course with me, request that I make academic and employment recommendations on their behalf. Many of them tell me they have few opportunities to speak to professors. Some have spoken directly of the meaninglessness of their membership in the university. OISE must contribute in every way open to it to the improvement of the quality of membership of individuals in educational institutions at all levels in Canada.

I conclude: The multifaceted problems that face Canadians individually and collectively in the nuclear-video age are the results of the inadequacies in human thought and action. If these complex problems are to be resolved, even in part, vigorous new initiatives are required in education. One of these initiatives, I submit to you, is the granting of degree rights to OISE. Only through improvements in education and the enhancement of the ability of teachers to contribute to human and social development, will Canadians begin to resolve individual and community problems as effectively as they resolve scientific and technical problems.

In 1965, the Legislature of Ontario authorized the transformation of Ontario vocational centres, institutes of technology and the provincial institutes of trade into the colleges of applied arts and technology. That was a wise and beneficial decision. Similarly, a decision in 1986 to transform OISE, an affiliate of the University of Toronto, into a free-standing institute with degree rights, would be an equally wise and beneficial decision.

Mr. Chairman, I thank you and your colleagues for sitting through one more presentation. I admire your ability to remain good-hearted in the presence of people like myself who bombard you with paper.

Mr. Chairman: Professor Smyth, you should congratulate me more because I have heard you before and I came back for another treatment.

Mr. McFadden: George is getting better all the time.

Mr. Chairman: You made some predictions when you were on the Council of Regents and I was chairman of one of the boards of governors. You may still have a copy of that speech. If you have, I would like you to send it to me because then I could tell about the authenticity of this one. That was 18 years ago.

Dr. McCormack Smyth: You tell me the title and where it was and I will be delighted to send you a copy.

Mr. Chairman: It was a seminar that you held for newly elected members of boards of governors of community colleges. I believe you spoke at one of those.

Dr. McCormack Smyth: Not at the Royal York Hotel, with Bill Davis and the chairman of the board of Seneca?

Mr. Chairman: Norm Sisco?

Dr. McCormack Smyth: Oh, not Norm. I am trying to remember my friend's name up there. I said he was a strange mixture between some of the modern prophets of education outside the classroom and Archbishop Laud, but I have forgotten what his name was. Bill Davis was a little shocked, I remember.

Mr. Chairman: Ms. Bryden has some questions.

Ms. Bryden: I do not think I can match Dr. McCormack Smyth's wit, but as far as the committee being deluged with pieces of paper is concerned, this is one of the most useful pieces of paper that has arrived before the committee. I am particularly interested that you have made a very strong case for my private member's bill to grant OISE degree-granting powers. You have put forward strongly, without consultation with me, some of the reasons I introduced that bill; you have made the case very well.

You have also brought a new dimension to us. The maintenance of an educational research institute such as OISE is essential to meet the giant problems of the modern age. This is something we have not been talking about very much. We must meet the challenge of promoting the kind of province-wide interaction which OISE has been encouraging to meet those problems. I do not think the work can be confined to 15 universities and 22 colleges, with their traditional roles in education, even though they may be doing some things in this field. Their work must be complemented by an independent institute devoted to the whole field of education and educational research, and embracing everything from early childhood education to adult education. I hope OISE could be this catalyst, to bring together all the educational resources and to focus on these world problems.

Have you discussed this alternative route to the question of the status of OISE either with the provincial Treasurer or other members of the Ontario cabinet? I understand you had an acquaintance with quite a number of them in your past assignments and positions. Have you discussed it with any of them?

Dr. McCormack Smyth: No. I have discussed this with no one. Indeed, this was not written until rather late last night. I speak entirely out of my own experience. I am very sympathetic to the problems the Treasurer faces. I have a high regard for the University of Toronto, and I come here not to criticize the Ontario government or the University of Toronto. I come merely to state my conviction that we need a new catalyst in education in Ontario. I see that in an enhanced role for OISE.

Ms. Bryden: As you are aware, any private bill requires ultimately the support of the government. Therefore, there is an educational need to promote that bill among a large audience. The more your views are disseminated, the more opportunity there may be for such a goal not only passing second reading in the Legislature but also commanding the interest of the Treasurer.

Could you also tell us how the maintenance of OISE, as this type of an international institute, would affect York University and the work you do there? What would be the interaction between York University and OISE's degree-granting powers?

Dr. McCormack Smyth: I can give you only my impression as a single professor at York, one who had his chance to help in the development of that institution, and in which I have not been directly involved in terms of the

overall scheme. I hope OISE, for example, through its higher education group, could increasingly work closely with professors interested in problems relating to higher education in Ontario.

Some years ago, we had a joint York-U of T seminar on higher education. It was very productive in terms of the clarification of understanding on the part of those who participated, which included the former Premier and the former Minister of Finance in Ottawa, and some others. I hope that type of cross-fertilization could be carried into a variety of other areas.

I am not a member of the faculty of education at York; I am a member of the faculty at Atkinson College. Therefore, I am not cognizant of the plans of the faculty of education at York. However, my suggestion is that OISE should seek to do for education what the Massachusetts Institute of Technology and the land grant colleges in the United States did for science and technology.

There is much more to it than what might appear on the surface. It was what those land grant colleges did that transformed America and gave it this tremendous industrial and technical capability. In the latter part of the 20th century, we really have to look very seriously at what we wish for the whole educational future of our country.

1 p.m.

I have some other thoughts about how OISE ought to link up with other institutions across Canada to create a new interprovincial university in Canada, in which we would have people from Quebec and Ontario, the francophones and the anglophones, together in the same institution. York has something of that in its programs with Laval. However, I think much more creative interventions are necessary. The first step is to strengthen the basis for OISE. That is why I have addressed myself to the single question of degree rights. In that connection, will there be an opportunity for the citizens of Ontario to make contributions to the discussion on second reading of your bill?

Ms. Bryden: The usual procedure is to have hearings after the second but before third reading, if the legislature so orders. However, I can not determine what the legislature will decide, assuming the bill passes second reading.

Dr. McCormack

~~I would be~~ delighted to talk to the Treasurer or to anybody about this, ^{anytime}. I earnestly believe that if Ontario had not fewer but more universities, there could be economies in the cost of the administration of those institutions. However, I do not want to explore that whole question here. I would be glad to look at the economies that could be effected.

You should know I am perhaps the only dean of a faculty in any Canadian university that developed an institution entirely out of fee income, with no grants from the government. I would not want to return to those days, but they were exhilarating. Of course, had it not been for the Atkinson Charitable Foundation at the outset, we would not have had the money to start. However, once we had received that money, we were able to do it. I think the larger institutions become, the more costly it is to administer the administrators.

Mr. McFadden: I will be brief because the hour is marching on. Your paper is exceedingly interesting and thought-provoking. I should tell you, though, you are the first witness on this subject who has tied the future of mankind into the survival of OISE.

Dr. McCormack Smyth: That is something of an overstatement, but I would say to the extent that I and the rest of the citizens of Ontario are aspects of mankind, I agree with you.

Mr. McFadden: The interesting point you have made both in your brief and in line with the questioning from Ms. Bryden has been the question of the future trends of educational institutions as a whole. I know in the business community there is a trend to smaller production units. In this past week, Magna International announced three plants, all small, in different parts of Canada, not just in one community; a few years ago no one would ever have thought of doing that. I take it you are suggesting--and one other witness has suggested this--it would probably be beneficial not only for OISE but perhaps for other pieces of the University of Toronto also to go off on their own in a more independent way.

I am curious to ask you one thing about the U of T itself and the relationship of the faculty of education with OISE. Are you recommending that the faculty of education should leave the University of Toronto and go to an independent degree-granting OISE, or are you suggesting that the faculty of education should remain with the University of Toronto, as it now is, and OISE should simply take what it is now doing into a more independent sphere?

Dr. McCormack Smyth: I have not put my mind to the question of whether the faculty of education of the U of T should join OISE. I put my mind to the question of what should happen to OISE. What I am trying to suggest at this stage is to move OISE from being an affiliate of the University of Toronto into a new status, which might be federation with the University of Toronto. That could be. However, it needs the new kind of stature that is necessary to do the kinds of things I am talking about.

Let me refer to your comment about these smaller kinds of units. I have always been impressed when I have gone to Boston. Boston has Massachusetts Institute of Technology, Harvard and Radcliffe, Boston University, Northeastern University, you can go on. Why should we have one institution in Toronto for--what was it?--150 years? For the past 25 years now, we have had two. There might be some change in the geological tempo here and we might have another one. However, the point I am trying to make really is that the enormous--

Mr. McFadden: Did you leave out Ryerson on purpose?

Dr. McCormack Smyth: I forgot. I should not do that to Ryerson. I tried to get Ryerson to agree to a new bill a few years ago when I was a commissioner in government down there, and I developed a very high regard for it. It was a presentation to a committee of the government, which I wrote, and which I believe resulted in the survival of CJRT. I am conscious of these other institutions. I was thinking of more classical types of universities.

Mr. Allen: I do not want to extend the session, which could quite easily become a seminar rather than a--

Mr. Chairman: Well, do not then.

Mr. Allen: I will not ask any questions, but the note Dr. McCormack Smyth has struck with regard to the importance of the relationship between differentiation and life enhancement is fundamental. I remember being struck by my first acquaintance with the classical foundations of computer science and Norbert Wiener's book, Human Use of Human Beings: Cybernetics and Society;

now quickly I was immersed into Augustinian theology and the second law of thermodynamics and things such as that.

The great message was that differentiation was what life is, and the notion that we rationalize and standardize to create these great savings is one that is quite antipathetic to the concept of life itself. We all need to bear that message very much to our hearts.

Dr. McCormack Smyth: In that connection, at Atkinson I pushed the introduction of the first undergraduate degree program in computer science in this country, and you have no idea of the opposition there was to having an undergraduate program. "You cannot teach that at an undergraduate level; that is a graduate subject." However, I will not go into the questions of the politics of how you effect change in universities. I disagree with Clark Kerr's notion that it is easier to move a cemetery than to effect change in universities, but sometimes in my weary moments I tend to agree with him.

Mr. Chairman: Thank you very much for an interesting presentation. If you do find something from your 1968 exposé, I would like to read it.

Dr. McCormack Smyth: I think I know what it is.

Mr. Chairman: We now will take a short time for lunch.

The committee recessed at 1:08 p.m.

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Government
Publications

STANDING COMMITTEE ON GENERAL GOVERNMENT

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85

TUESDAY, APRIL 15, 1986

Afternoon Sitting



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Gardner, Dr. R. J. L., Assistant Chief, Legislative Research Service

Witnesses:

From the Modern Language Centre, Ontario Institute for Studies in Education:

Cummins, Dr. J., Director, National Heritage Language Resource Unit

White, L., Clearinghouse on Languages in Native Education

Aguiar, M., Research Officer, National Heritage Language Resource Unit

Katsaiti, L., National Heritage Language Resource Unit

From the National Action Committee on the Status of Women:

Armour, M.

From the Ontario Council for Leadership in Educational Administration:

Angelini, P. E., Executive Director

From the Ontario Association of Education Administrative Officials:

Flynn, Dr. J. J., Director of Education, Brant County Roman Catholic Secondary
School Board

From the Lincoln County Board of Education:

Holmes, G.

From the Ontario Institute for Studies in Education:

Jones, Dr. W. A., Chairman, Board of Governors

Shapiro, Dr. B. J., Director

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Tuesday, April 15, 1986

The committee resumed at 2:03 p.m. in committee room 1.

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85
(continued)

Mr. Chairman: Could we call the meeting to order.

The late shift just came in. The late Mr. Dean.

Mr. Dean: At least I am here.

Mr. Chairman: At 2:05 p.m.; that is what I was referring to.

Mr. Dean: I was waylaid.

Mr. Chairman: The first presentation this afternoon is from the Modern Language Centre, Ontario Institute for Studies in Education; Dr. Jim Cummins and others, if you wish to bring them up with you.

Please proceed with your presentation.

MODERN LANGUAGE CENTRE, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Dr. Cummins: My name is Jim Cummins. I am a faculty member in the Modern Language Centre. I also direct the National Heritage Language Resource Unit, which is a national centre set up within the Modern Language Centre with the aim of advancing the teaching of heritage languages across the country.

On my left is Margarida Aguiar, a research officer in the heritage language unit; Lilly Katsaiti, a doctoral student who works in the unit and who is also representing the Ontario Hellenic Federation; and Lena White from the Clearinghouse on Languages in Native Education, which is also located in the Modern Language Centre. The head of the Modern Language Centre, Professor Merrill Swain, is in the audience and is prepared to answer questions that might arise.

I will briefly describe the work of the Modern Language Centre and the social context within which the centre operates and then will outline our concern with the proposed transfer to the University of Toronto. Essentially, our concern is that our work in multilingual and multicultural situations is enormously facilitated by the supportive context that the Ontario Institute for Studies in Education provides for applied research and development. We see little evidence that the same degree of understanding or support for scholarly work that is applied in nature will be forthcoming from the administration of the University of Toronto.

For more than 15 years, the Modern Language Centre has carried out research and development work on the acquisition of language skills by children and adults. Much of this work is focused on the acquisition of second-language skills by, for example, English-background children in French immersion or core French programs, or the learning of English as a second

language by immigrant children or adults. We have focused no less on the acquisition of first-language skills by students from ethnocultural or native-language backgrounds. Since its inception, the Modern Language Centre has operated a resource library for second-language educators. Through recent funding from the Secretary of State of Canada, we are also in the process of establishing specialized resource libraries in the areas of heritage language teaching and native languages.

We are particularly conscious of the context within which our scholarly and applied work is carried out. For example, more than 50 per cent of the children in this city come from non-English-speaking homes. Also, the learning of French in both immersion and core programs has become a priority for many parents and educators; there is a huge increase in demand for immersion programs. We also are conscious of the long-standing educational difficulties experienced by many native students.

The demographic and social changes that have occurred during the past 15 years have posed immense challenges for educators trying to adapt to this changing reality and the required adaptations go far beyond issues of language learning.

Let us take one example, the implementation of Ontario's special education legislation, Bill 82. In dealing with this, such issues arise as the extent to which educators can identify learning disabilities in a context where half the student population is learning English as a second language. How can we ensure that the testing instruments, which are almost inevitably in English, a student's second language, do not discriminate against minority students, causing many of them to be given a one-way ticket to vocational streams or special education classes? How can minority parents who speak little English participate meaningfully in the identification process, as required by the legislation?

Many other examples could be given of the ways in which issues dealing with language learning, bilingualism and multilingualism permeate the Ontario educational context. The Modern Language Centre has attempted to apply theory and research to the practical issues faced by educators and communities throughout the province. The work of the Modern Language Centre has been at the same time both scholarly and applied. The research we have carried out during the past 15 years has played a significant role, we believe, in generating an understanding of the processes underlying second-language acquisition. This theoretical contribution has been recognized internationally.

However, what distinguishes our mandate and operation from that in many university linguistics or psychology departments is that we are not content to let the theory waft through the corridors of the ivory tower or reside in splendid isolation in esoteric journals on library shelves. We are constantly attempting to apply and refine the theory through collaborative work in the schools and communities of this province. I will provide some background material which describes some of the projects currently under way. I would be happy to provide more information to the committee on these projects later.

Our major concern with the proposed merger between OISE and the University of Toronto is that we see it as threatening our ability to collaborate actively with community groups and educators in applying theory to practice, and through this application refining the theory. We work directly with children, educators and communities. Unfortunately, in many university settings this type of applied work is not regarded highly when it comes to the

allocation of funds. Our work and our competitiveness in applying for funds have been greatly facilitated by the understanding of the nature of this work by the administration within OISE.

We are concerned that the administration of the University of Toronto may have less understanding of the nature of applied research within educational contexts. We look with concern at the fact that the faculty of education generates considerably more income for the university than it receives, and wonder at the extent to which the same might be true for an amalgamated OISE. In a situation where so little financial flexibility exists, we fear that the focus of research and development work from the university's perspective might be to generate overhead rather than to respond to the many complex issues faced by educators and communities.

2:10 p.m.

Much of the research funding we have received within the Modern Language Centre, and particularly within the heritage language resource unit, generates very little overhead but is none the less actively supported by OISE because of its significance in addressing current issues faced by educators and communities in Ontario. The projects being conducted within the Modern Language Centre employ approximately 30 highly qualified and experienced research officers, many of whom generate their own projects and funds. Their status within the university structure is anything but clear.

In short, throughout Ontario today, policymakers, administrators, teachers and parents--all levels of the educational hierarchy--are faced with issues of extreme complexity related to language learning, bilingualism and equity for minority students. There are many misconceptions that exist at all levels of the hierarchy. We believe it is incumbent upon researchers to come out of their academic closets and collaborate with educators and communities in grappling with these issues. Whatever administrative and financial arrangement is worked out between OISE and the university should ensure that the OISE focus on integrating theory and practice through collaboration with educators and communities is enhanced rather than jeopardized.

Thank you. I would be happy to respond to any questions on this.

Mr. McFadden: I am curious to know whether you can give us some idea of how the Modern Language Centre at OISE contrasts with the modern language courses at the University of Toronto, and whether there is a natural affinity between those programs or whether your approach is so much different that there is not a natural fit.

Dr. Cummins: One major difference between the courses at the university and those at OISE is that the university courses are geared to the training of teachers who are going to be teaching second languages primarily at the secondary level or French at the elementary level. In addition to providing courses on methodology and on broader issues in multilingualism and multiculturalism, the Modern Language Centre has an active research and development component. We are oriented not just to the training of teachers but also to the generation of knowledge and theory about the processes of second-language learning. We have conducted a lot of evaluations within the province on innovative programs in second-language teaching.

Mr. McFadden: Your approach is different and the group you are aiming it at is quite different?

Dr. Cummins: Yes. There is a compatibility in the approaches of, and co-operation between, the university and the Modern Language Centre on a number of fronts but our approach is much broader in that it encompasses research and development projects to a much greater degree than does the university's.

Mr. McFadden: Is there a modern language centre or unit in the faculty of education at the U of T?

Dr. Cummins: To my knowledge, no, but there are departments that deal with modern language teaching.

Mr. McFadden: As part of the faculty of education or as part of the University of Toronto itself?

Dr. Cummins: To my knowledge, there is within the faculty of education a program that deals with the training of modern language teachers. Also within the university are departments which deal with romance languages and Asian languages which tend to focus to a large extent on literature in addition to language itself.

Mr. McFadden: I take it from what you are saying--and correct me if I am wrong--that the program you are offering is not duplicated by the faculty of education today.

Dr. Cummins: There is very little duplication, if any, of what we are doing by the faculty. Any courses we offer have to be approved by the school of graduate studies in the university in terms of criteria so that they do not duplicate anything offered by the linguistics or other departments.

Mr. Allen: To pursue that line of inquiry, can you tell us what interchange or interaction there is, none the less, between the work that goes on in your field in the faculty of education and in the modern language department. Is there movement of students back and forth for special courses or to work with special professors or is there joint staffing of external advisory committees for graduate students or what have you?

Dr. Cummins: There are a number of co-operative ventures that have taken place. Also, a number of the research officers within the Modern Language Centre have come from University of Toronto departments, where they got their degrees. They have come to OISE primarily because their focus is on applied research, whereas the focus in most of the university departments--for example, psychology or linguistics--is on more basic research. There is some back-and-forth between OISE and the U of T from the point of view of the students.

There is also fairly regular contact, in an informal sense, between faculty in the Modern Language Centre and various departments within the university. For example, U of T faculty quite frequently sit on thesis committees we may be operating and there is generally a very good relationship between the faculties in the two institutions.

Mr. Allen: Could you also tell me a little bit about demand for your services in the field? You might give us examples of a couple of projects to bring your more general remarks down to earth for us.

Dr. Cummins: First, on the issue of demand, there is a major demand in the field for the programs the Modern Language Centre is offering. In fact,

we do not have enough resources within OISE to deal with the applications we receive. This year, and in previous years, we have turned away well-qualified applicants because of lack of faculty resources to supervise them. This has increased in the last couple of years partly because, with the national heritage language resource unit being established, we find we are getting a considerably greater number of students who come from ethnic backgrounds who are interested in pursuing their research on issues related to language learning and multiculturalism. We find we have difficulty keeping up with that demand.

As I am sure most of you know, there is also a lot of demand for upgrading qualifications in French and in English as a second language. We try to cope with that demand. The demand is certainly increasing rather than decreasing.

With respect to projects, let me give you the example of one project we have undertaken over the last three years in the heritage language resource unit. This illustrates fairly well the integration of theory and practice. This is a project entitled Literacy Development in Heritage Language Programs, which was funded by OISE through its transfer grant from the ministry. It was designed to explore the application of creative writing approaches within the heritage language classroom. There are approximately 90,000 students in various kinds of heritage language classrooms across Ontario, about 60,000 of those in Metro.

The teaching of heritage languages is something that came about on a formal basis in 1977, funded by the ministry. Obviously, there are a lot of startup issues and problems that need to be dealt with.

One of the issues that has to be dealt with is the training of teachers. Many of the teachers or instructors within the heritage language program tend to teach the language in the way they were taught the language and use quite traditional methods that are not motivating to students. We have actively tried to change that orientation.

One of the ways we have tried to do this is through promoting the teaching of creative writing within the classroom. We worked collaboratively with about 25 teachers from Spanish, Italian and Portuguese backgrounds in various boards in Metro over the course of the year to explore the feasibility of having students write creatively within the classroom and publish their work for other students and for the parents.

We developed a variety of materials in the course of that project. One of them is the writing folders we have developed in about 10 languages, which emphasize for students the various functions of writing and engage students actively in the process. We have found that these are highly motivating for the students.

This program has been evaluated as very successful. We found the status of the heritage language increased dramatically within the school and much better relations developed in several contexts between regular program teachers and heritage language teachers.

2:20 p.m.

We have carried this on over the last year in several schools and we are expanding it to incorporate computer and word processing applications.

The next stage of the process is to establish an international computer-writing network where students will develop their books, newsletters or whatever they are doing and exchange these creative products with students in other contexts. This now is quite feasible by means of computer technology.

We are not confining this to the heritage language context. It is also being implemented in the French immersion context. We hope to have Ontario students who are acquiring French develop creative writing skills in French and exchange their writing with students from Quebec and France. This can happen very easily through computer technology.

In this project we have taken what is known about language learning and the importance of interaction and meaningful use of language by students as a crucial component of what motivates students to acquire language, and we have made use of modern technology to enhance the audience students have for the language. Simultaneously, we believe we are developing literacy skills in the students. We are developing second-language skills. We are developing cultural exchange and reinforcement, as well as computer literacy. This is the kind of project we engage in where we apply theory to practice and work collaboratively with educators in communities.

Mr. Allen: That was quite exhaustive. We have run into the writing-folder concept in our tour of field centre locations and have found some very good reverberations at that level, which leads me to ask how your centre interacts with the field work of the Ontario Institute for Studies in Education. Are your members individually on call to do consultancy work in the field or in Toronto?

Dr. Cummins: Yes. Over the past 15 years we have carried out a number of evaluations of immersion and other kinds of French programs in various parts of the province. The major evaluation work on French immersion programs has been carried out by the centre working in the Ottawa-Carleton region. We also have conducted evaluations of other programs in other locations throughout the province.

We are currently developing a proposal for distance education for heritage language teachers working with the field centre in Thunder Bay. We regularly give workshops on a variety of different issues to groups spread across the province. The native language component has worked with native communities in quite remote areas.

Ms. Bryden: We have again learned a lot about a new service that is not well known but which is serving a very important need in the province.

Dr. Cummins, do you feel there is a considerable need for the improvement and expansion of your services, particularly in the evaluation of French-immersion courses and heritage languages and services to immigrant groups? If so, what are the prospects of getting additional funding from the province or perhaps through some affiliation with the university modern languages department? Are the prospects for expanding your program very good? Do you feel the need for expanded services?

Dr. Cummins: We certainly feel the need for expanded services. There are only four faculty members in the Modern Language Centre, which is a small number compared to the scope of the work we are trying to do. The work of the faculty members is expanded by the large pool of highly qualified research officers who develop their own projects and go after funding for them.

When we talk about linkages with the University of Toronto, we already have the possibility and experience of these linkages. We have worked with the university on a number of collaborative projects. As I said, relations have been very good in general. What we are concerned about is not so much the linkages with the university, which we believe are in place, but the prospect of a lack of flexibility within the university structure with respect to some of the projects we are dealing with.

For example, in OISE it is possible to have flexibility with respect to the overhead that OISE charges various granting agencies. In some cases, no overhead is charged and OISE considerably subsidizes the project because it has a high priority within the mandate of OISE. We are concerned that, within a broader university context, there may not be this understanding of applied research in general and of the particular kinds of research and community work we do, which we believe is no less scholarly than what goes on in other university departments but is scholarly in an applied setting.

Essentially, we have a lot of unanswered questions about the extent to which we could survive and expand in the way we would want within a university context. That is why I emphasize that, whatever arrangement is made, the unique contributions made by our centre and other centres within OISE should be recognized and protected.

Mr. Hennessy: I would like you to elaborate on the Thunder Bay operation.

Dr. Cummins: This is a project we are attempting to develop at the moment. Working with the instructional resources unit within OISE and also with the field centre in Thunder Bay we have developed a proposal to provide training to heritage language teachers who are in remote areas. As I mentioned earlier, there is a strongly felt need among many school boards and heritage language teachers for an upgrading of skills and for access to some of the recent developments in language-teaching methodology and theory.

There are problems of feasibility in organizing courses for teachers who are in remote areas. We are applying the distance education methodologies and procedures developed by the instruction resources unit within OISE to this issue, and are working collaboratively with it and the field centre to organize courses for teachers who are in remote areas and are not capable of coming into a centre such as Thunder Bay on a regular basis to take a formal course.

Mr. Hennessy: What areas do you go to?

Dr. Cummins: I am not familiar with the exact areas we are planning to go to at this point. This is a project that will work through the OISE field centre in Thunder Bay and will deal with areas where there is demand for the teaching of languages and where there are teachers who are teaching those languages to some degree.

Mr. Hennessy: Do you go as far as the Manitoba border and Kenora?

Dr. Cummins: We would be interested in doing that. As a national centre, we are interested in serving the entire country, but obviously our mandate is within OISE. At this pilot stage, this project is focused within the Ontario border. If there is the demand, we will go elsewhere.

Mr. Chairman: The next presentation is on women's issues. Moira Armour, and probably others, are here.

Ms. Armour: No.

Mr. Chairman: It is yourself. I understand you are on the National Action Committee on the Status of Women.

NATIONAL ACTION COMMITTEE ON THE STATUS OF WOMEN

Ms. Armour: My name is Moira Armour and I am a member of the executive of the National Action Committee on the Status of Women. I chair the survival or peace and disarmament committee of NAC and I am also a founding member. NAC was founded in 1972. It is an umbrella organization representing more than 450 national and provincial women's organizations, representing almost three million women. I am a feminist, a peace person, a film maker, and until recently, the archivist at the Toronto Board of Education.

I am here today on behalf of the National Action Committee on the Status of women because we are concerned about the future of the women's programs at OISE. The scope of women's studies there is unparalleled in Canada and may be considered the best in North America.

4:30 p.m.

We feel that if any changes are made to the administration of OISE, there must be sufficient safeguards to ensure that the program is not harmed in any way. For those of us working in the women's movement in Canada, the kind of research the women's studies program at OISE has generated has been an invaluable tool in our struggle to enlighten governments and the population in general about the condition of women. For those of us working in schools and universities, the very fact that so much work has been done so well has enabled us to educate young women and men in a more comprehensive way. Indeed, the very existence of the excellent research facilities and professional staff at OISE has made Canada one of the leaders in the world of women's studies.

The women's and labour studies resource room, which I set up at Monarch Park Collegiate for the Toronto Board of Education at the beginning of this year, would not be as rich and useful if it were not for the materials generated from OISE. Here is the rather thick catalogue of materials we have there.

Because OISE is relatively small, women's studies receives high priority. The proportion of women faculty members, one quarter of the total, is unusually high; in most Canadian universities the proportion is about one sixth. Also, women make up the majority of the student population--62 per cent. As a result of this relatively high concentration of demand for women's studies and the faculty to supply them, the program is relatively secure. We fear that when the institute's budget and programs are controlled by the University of Toronto, women's studies will not receive the high priority they receive at present. This area of study has not been a priority at the University of Toronto. At OISE, classes are scheduled to facilitate part-time graduate students and employees are encouraged to pursue their academic careers. OISE also has its own day care called Kidspace.

women's studies at OISE are more than a collection of outstanding professors giving specialized courses, although this aspect of the program is very important. What has been particularly important about the institute is

that it has specialized studies by providing excellent research facilities and community-based activities.

For example, the publication Resources for Feminist Research is probably the single most useful resource tool for feminist scholars in Canada. It provides excellent bibliographies on special topics and keeps scholars around the country, and indeed around the world, informed about the latest research in progress. For example, this is dated January 1982. It has been in existence for about four years and contains 150 pages referring to research about women carried out on all continents and in 60 countries.

The women's Educational Resources Centre has been the mainstay of women's studies in Toronto for many years. This widely used, feminist resource library carries not only the most recently published material, but also performs a truly heroic job in collecting and cataloguing much of the unpublished material generated by groups and individuals working on women's issues. This type of information is crucial for original research and is the type of work that is not done by large university libraries.

The Centre for Women's Studies in Education is also crucial for its innovative research projects and for its newsletter. The newsletter is widely circulated and informs women's studies scholars in Canada of what type of work is currently being pursued at OISE. This is very important in bringing together scholars who might otherwise be operating in isolation.

The energy and enthusiasm generated about women's studies by those working and studying at OISE spills over into the community at large. The work has drawn people from all areas of the community. This is done through the many conferences, workshops and political meetings that OISE sponsors.

The National Action Committee on the Status of Women feels strongly that women's studies is a significant contribution to intellectual development. Much of what has been studied about society has focused on what has happened to men. This has given us a very distorted view of society in general. In the past 15 years, a great deal has happened in all disciplines to broaden our perspective to include women. However, there is still a great deal to do. Without the work that is being done by feminist scholars at OISE, the advances we have made in the past would be less certain in the future.

Women's studies at OISE are important to all women in Canada. We urge this committee to ensure that all the programs that currently exist not only be maintained but also continue to grow.

Ms. Bryden: I am very pleased NAC took the time to come to speak to us. It represents about 300 organizations across Canada and those organizations represent a wide variety of viewpoints and interests. I am sure most of your members, or at least your affiliates, are aware of the work of the women's studies centre at OISE. Most of them have probably used its services or read some of its publications.

It is central that we make sure it is maintained and continued and allowed to grow in OISE. Therefore, if there is any change in OISE's relationship with the University of Toronto, we want assurances it will not affect the women's centre. If any affiliation agreement is negotiated, do you think it should be a special term that the women's centre be allowed to continue its present funding plus reasonable cost-of-living increases? Should that be part of the agreement in view of its importance?

Ms. Armour: Yes. I most certainly do think it should be maintained as it is, with lots of room to grow and lots of budget to enlarge it.

Ms. Bryden: Do you use the facilities of the University of Toronto? As an organization, are you in touch with the women's studies group there?

Ms. Armour: We are aware of it. We know some of the people. One of the vice-presidents of NAC is Senator Lorna Marsden. She was one of the original instructors in women's studies there.

Ms. Bryden: Is NAC concerned that the University of Toronto has a smaller percentage of women on its faculty, 15 per cent, compared with OISE's 25 per cent?

Ms. Armour: We are very much concerned about those statistics.

Ms. Bryden: Have you made representations on that?

Ms. Armour: Yes, we have written briefs about that in the past.

Ms. Bryden: It seems to indicate that the University of Toronto needs its attitudes changed and its awareness of women's issues raised.

Ms. Armour: Yes. They are doing good work and they will be improving, but there is nothing quite like the OISE women's centre anywhere we know of with the facilities, the talents, the historians, the writers and the interest in what other women's groups are doing.

Ms. Bryden: I know OISE has become a meeting place for all sorts of organizations. Have many of the meetings of groups affiliated with you that are held at OISE been province-wide meetings?

Ms. Armour: There have been many provincial meetings. NAC has organized various group meetings representing various women's groups in the province.

Ms. Bryden: How many of them have been held at OISE?

Ms. Armour: Many. I cannot count how many. As long as I have been associated with the Toronto Board of Education, we have had many conferences of both students and staff at OISE. For example, April 8 was our last one, co-sponsored by the Toronto Board of Education and the North York Board of Education. The title was Poverty: A Women's Issue. It was one of the most successful conferences we have had. There is a lot of that co-ordinating going on with all the women's groups in the city, and also provincially.

Ms. Bryden: It is more than a Toronto institute.

Mr. Epp: You have concentrated on a number of things and have zeroed in on some specific things with respect to women's issues. There is a general thread running through the presentations this morning and this afternoon indicating that people at OISE do not want to be more greatly affiliated with the University of Toronto. What makes you feel that with the contributions you have to make, you cannot influence the University of Toronto to a greater extent than you can now?

If you have very positive programs to sell, you can sell them to a greater group at the U of T. You can affect more people positively than the

University of Toronto would affect OISE negatively. What I have heard this morning and this afternoon is that OISE will be affected negatively by the University of Toronto as opposed to OISE taking up the challenge and trying to affect the University of Toronto positively. What makes you think you will be affected negatively by the University of Toronto?

2:40 p.m.

Ms. Armour: It seems to us that women's studies have not been a priority of the university's old organization and that there has not been much development in that area, whereas it seems to a lot of us that the women's centre is the heart and soul of this organization, simply because we are more familiar with it than we are with some of the other departments. It is very well known as opposed to the university which is not well known, exactly because it has not yet contributed very much to the women's area.

Mr. Epp: I understand that, but why would it not be possible for you to affect the administration at the University of Toronto to a greater extent? why do you have to be affected by their negativity? Why can you not affect them with your positiveness? That is what I am saying.

Ms. Armour: It would depend on the budget and the number of people who were able to make that change. So far, it does not look as if the university is all that interested. That is not its main interest. It has various other interests, and the university's priority of women's studies has not been evident to date.

Mr. Epp: Does that rely on budget or on determination?

Ms. Armour: It is both, perhaps, and management.

Mr. Epp: If you have all those people at OISE who are so committed to this, why can they not affect the University of Toronto positively? If they really believe in what they are saying and doing, why are they so--I do not want to use the word "insecure"--hesitant to be part of it when they can affect the University of Toronto positively, and then spread that feeling right across the province?

Ms. Armour: Do you not think they can affect the university from their own building at 252 Bloor Street West, without being overcome by it?

Mr. Epp: They probably can and they probably do, but they are going to be playing a greater part within the University of Toronto structure if this goes through and, therefore, they can be a more important part of that whole rather than being at some distance.

Ms. Armour: As I say, their budget would require an enlargement so they could develop their programs and go out to the university. Very few people are doing a tremendous amount of work and there is always the possibility of burnout from a lot of people who are overextended.

Mr. Epp: In the corporate world, you see smaller companies sometimes taking over the larger companies because they are aggressive and positive and people believe in what they are doing. I am not suggesting that OISE take over the University of Toronto, but maybe you should not be so reluctant to be part of the whole thing. We have something to sell and we have a bigger area here--more people and more people to convince--so we want to be positive about it rather than negative.

What I am saying to you is something I have been thinking about all morning and something I should have said to some of the other groups. I am not picking on you, but I think that sometimes people do not look at the challenge. They just say, "This is a problem, not a challenge." As Canadians, we should be looking at challenges and not at problems.

Ms. Armour: It is a challenge to do the work they are doing already at OISE because they are so understaffed and underbudgeted. Maybe it would be possible for the university to move women's studies over to OISE. Maybe the U of T could become part of OISE's women's studies section.

Mr. Epp: I am not just looking at the women's studies; I am looking at the total OISE. You concentrated particularly on the women's section and I appreciate that, but I am looking at the total OISE being part of the U of T.

Ms. Armour: As I say, as a consumer or observer, it seems that OISE is going very nicely the way it is and could be weakened only if it were moved out of the facility. That would weaken its influences.

Mr. Chairman: The Toronto Blue Jays had a bad day yesterday, too.

Mr. Epp: I know, but they are in for a great year and so is OISE.

Mr. Chairman: They struck out too long.

Mr. Allen: Anybody who asks why OISE is not responding to a challenge or whether the women's studies centre is prepared to take up a challenge has the thing backwards. As a result of our hearings, my sense is that there have been many challenges out there that are being responded to. They are big and they are being effectively answered. The women's studies centre is, for its part, a very venturesome institution. There is testimony to the things it has done.

Mr. Epp: I was not critical of the women's studies centre. I said that three or four times.

Mr. Allen: The critical question, Mr. Epp, is when you analyse the situation whether the result facilitates the meeting of the challenge or whether it reduces the capacity to respond. The answer, as a result of everything I have heard, is that the dynamics of the situation that would be created by moving within the University of Toronto would militate against responding to challenges, rather than there being a willingness to take up the challenges in the first place. The question is backwards.

Mr. Epp: Are you trying to say that my question is backwards as a result of my training at OISE?

Mr. Allen: Wherever you got it, sir.

Mr. Epp: I am a graduate of OISE. I got it at OISE. That is not being fair to OISE.

Mr. Allen: That is the type of reductionism in which I will not get engaged.

Mr. Chairman: Can we get back to the discussion we are having?

Mr. Allen: I would be interested in hearing a little bit more from

you, Ms. Armour. You told us of your support for the NAC's feelings which are very strong with respect to the place and role of the women's studies centre. Can you give us some specific ways in which you have had interaction with it that has facilitated your work, or vice versa?

Ms. Armour: I have spent hundred of hours in that building. They have all types of conferences organized by the women's centre there, or by groups outside. I have been active in a lot of very important feminist organizations that were founded in that building. For example, the Feminist Party of Canada had its founding meeting there. It brought in hundreds of women. Women for Political Action used to have its meetings there. We had a lot of meetings on the formulation of the Charter of Rights after the Constitution conference.

Women know it is the centre because they are often students there, or they are in some way connected with some other organization which has a relationship with it. OISE women's centre is central to the work of feminists in this city. We are very fortunate to have it here. Of course, it is a large city so there are a lot of women's organizations here. We all somehow seem to be related to OISE in some way, whether it is through the books that some of the staff have written that are in school libraries all over the province, or all over the country for that matter, but certainly in this resource centre.

A lot of these women are speakers. They speak to groups or have their own series of lectures to which people come. Unit D of the National Film Board, the women's unit, is going to co-operate with us and the Centre for Women's Studies on a full-day showing of NFB films, a lot of films that were not shown by the CBC, for example. We are going to have a whole day's work on films. The film board has women from Montreal and from across the country. They all know OISE. It is very well known by feminists across the country.

Mr. Allen: Does NAC commission studies by the women's centre?

Ms. Armour: No. I do not believe we have done that as yet but we have co-operated with a number of people from here in briefs to members of Parliament.

Mr. McFadden: I want to get some feeling from you of OISE's record and reputation in terms of women's studies, and also how the opportunity offered to women would rank with other educational institutions. A recent study at the University of Toronto has been quite critical of the university. How would OISE rank with other institutions of higher learning? How would the U of T rate in that area?

Ms. Armour: I can only speak on behalf of women and women's groups who have used the women's studies. Certainly, there is nothing like it, as I said earlier. It is unique in the country, in the continent for that matter.

2:50 p.m.

Mr. McFadden: In the continent?

Ms. Armour: Yes. Thinking in terms of some of the universities in the United States, a lot of them have patterned their work after some of the women from here.

Mr. McFadden: Then you are suggesting that the women's studies centre here is of international repute, well past that of North America?

Ms. Armour: Yes. As I say, we have many international contacts. Networks are being set up through the work of the group here at OISE, and we are becoming very well known internationally.

Mr. McFadden: We had a discussion here of the reverse takeover with OISE influencing the U of T in a certain direction. Have you any experience in dealing with the university and its administration in this area, or has your experience been only with OISE itself?

Ms. Armour: It has been with OISE. Occasionally, some women's groups have rented space at the university but that is about all. I know young women have established their own feminist newspaper there, with great difficulty. I would be very interested in that. However, there is not very much coming out of the university in comparison to what is being generated by the women's centre at OISE.

Mr. McFadden: Have you had any involvement with the faculty of education at the University of Toronto?

Ms. Armour: No. I have not.

Mr. McFadden: In summary, you are telling us on this score that OISE is so unique that you are afraid that if it were merged with the U of T, it would simply disappear, like a fragile flower.

Ms. Armour: Yes. It could disappear.

Mr. McFadden: It would be trod under.

Ms. Armour: Yes. That is what we are afraid of.

Mr. Chairman: Thank you very much. You came with fewer forces than a lot of the other delegations. She did well, did she not, Mr. Epp?

Mr. Epp: Very well.

Mr. Chairman: The next presentation is from the Ontario Council for Leadership in Educational Administration. Peter Angelini is the executive director. He is accompanied by Dr. John Flynn. We have a written submission from Peter, and Dr. John Flynn will do his verbally and send us a copy tomorrow. Please go ahead, gentlemen.

ONTARIO COUNCIL FOR LEADERSHIP IN EDUCATIONAL ADMINISTRATION

Dr. Flynn: I am John Flynn. I am director of education at the Brant County Roman Catholic Separate School Board. As such, I am a supervisory officer in Ontario. I am going to offer some comments specifically on behalf of the Ontario Association of Education Administrative Officials, which goes by the acronym OAEAO. I represent the board of governors of that association. Peter Angelini will talk about his leadership organization, which is attached to and very much associated with both OISE and the Ontario Council for Leadership in Educational Administration.

I must apologize to you. I thought a written brief would be before you but it will be here tomorrow. We will send it down, and I will make some comments based on it.

Our position is quite clear. The position of OAEAO has been developed through discussion at the board of governors and in the various regions. I might add that OAEAO represents and has in its membership supervisory personnel from all the school boards in Ontario, both separate and public, and a number of other associated members. So it is, if you like, the heaviest voice that you will hear from people such as directors and supervisory officers, the majority of whom got their degrees, as I did myself, from study at the institute.

The position of OAEAO is quite clear. We do not support the proposed policy of a transfer of the institute into the University of Toronto. We know what OISE has attained since its organization some 20 years ago. Many of us have been involved with it. We enjoyed riding along as it attained a very high reputation in the purpose of its triple mandate. This is extremely important from where we work and sit. The mandate represents those things which are of great importance to us as we attempt to improve the quality of educational activity and work in Ontario. The triple mandate of graduate studies, educational research and field service--this mandate and these arms, if you like--has extended across Ontario and has influenced every one of us and every board for which we work.

That achievement has been made within the framework of a very widespread board of governors. You have heard and will hear further about that. The fact that it has been an autonomous board of governors, governing and helping to govern the financial responsibilities of the institute directly in contact with the province and in an atmosphere of academic freedom, has meant a great deal. It is this sense of autonomy which underlies our notion of pride, our notion of connection and our notion of satisfaction that, in the last 20 years in Ontario, our educational institution, our area of higher studies of education, has progressed as it has done. We have enjoyed specifically, directly and vicariously too, the work of OISE and we have seen it grow and have benefited enormously in a variety of ways.

We have looked at the proposal. We have looked at the rationales that have been put forward and those of us who are involved in the school board business have at least some experience of trying to analyse where money will come from, where we might spend it and how we might save it. We have looked at the notion that this transfer might save money by reducing duplication. We find very little. It is hard to find areas where the services and work of OISE are duplicated at U of T.

There are some members in our association, increasingly few now as they retire, who got their graduate degrees in education at the old college of education which was before OISE and before the faculty of education appeared. Since OISE was set up, only a very small amount of graduate study in education has been done at the faculty of education. The work in educational research and graduate study, by and large in Ontario, has been very heavily centred, certainly in Toronto, at OISE. We find that the amount of actual saving that might result from reducing the duplication would be slim. In actual fact, it may work the opposite way. It may cost them money because you do not transfer one unit into another without going through some problems relating to money.

The question of governments is worth mentioning here. As you moved across Ontario, no doubt you heard about the contact we feel OISE has with us in school systems through the field centres and also through the board of governors. At the educational administrative offices, we have enjoyed the presence of three persons on the board of governors. We have felt that has given us a voice in the policy making and development of the institute. We

nave very much enjoyed that. We see that kind of public school board activity in connection with the institute being lost should the institute be taken over and buried within U of T.

I will summarize very quickly. We have enjoyed, and wish to continue to enjoy, the singular attention education has received at the institute. From everything we can see, we feel that the transfer will bode some considerable problem for us in maintaining that singularity of attention that we think education, as one of the major social operations in Ontario, ought to enjoy. We find it difficult to see where U of T and OISE duplicate their work. They complement each other and we think that kind of connection is good and should be continued. The important role that education has played in Ontario in the last 20 years needs to be continued and, therefore, it is on those grounds that we have opposed the proposed transfer as it has been laid out to us.

3 p.m.

Perhaps there will be some comments and questions later. I would be pleased to enter into that sort of discussion. Peter can now comment on the Ontario Council for Leadership in Education, or whatever you like.

Mr. Chairman: Do you wish to say anything, Peter?

Mr. Angelini: I will say something. I did not know if there would be questions.

Mr. Chairman: We will do you both together.

Dr. Flynn: We will have a double barbecue.

Mr. Angelini: The Ontario Council for Leadership in Educational Administration, OCLEA, is a somewhat different organization. John refers to OAEAO and that is a fraternal organization. Our organization is an organization of organizations. We have about 10 constituent members which includes the Ministry of Education, OAEAO, the Ontario Association for Continuing Education, the Ontario Catholic Supervisory Officers' Association, the Ontario Institute for Studies in Education, the Ontario Teachers' Federation, the Ontario Association of Deans of Education and, most recently, the Council of Ontario Universities.

Essentially we are a professional development organization and we mount between 50 and 60 professional development events a year. We provide consulting services. One of the most recent activities in which we were engaged was to provide the full administration for the ministers' conference on multiculturalism. To the best of my knowledge, OCLEA remains the only nonprofit, nonfunded, publicly-governed educational organization in the province, which means that we have to earn our keep and we have to earn our keep by being very good at what we do.

The reason we are good at what we do is we rely very heavily on the resources that OISE provides. Although we are self-supporting, we are housed at OISE and we draw very heavily from the resource personnel and the academic staff that exist in that building. The point I would like to underscore for this committee, very briefly, is that our work is unique and the way we operate is unique.

I think it is safe to say that OCLEA, in servicing the educational administrators of this province, would not have existed; it would not have

taken shape without a great deal of impetus from OISE. Our existence would be highly questionable if the resources from OISE were not provided and the goodwill was not provided there. We have to be responsive to changes in educational administration and educational organization. OISE is the sole institute, the sole resource that has the kind of backup that an organization like ours needs. It is an outstanding resource and when you deal with as many educational administrators as I do, you begin to realize just how much they appreciate having OISE around.

We offer workshops and seminars ranging from computers in education to giftedness, learning teaching processes, French immersion, mathematics, leadership--whatever it may be--and people come to these events on a self-selecting basis. I point that out because, in going back over the last two or three years, I would say roughly 25 per cent of our events have had OISE personnel to either provide leadership and planning or actually make presentations at the events. When there is the kind of response that we have on a self-selecting basis from across the province, that is testimony enough to the kind of work that goes on at OISE. We feel very strongly that if OISE were to be merged with U of T, it would lose this responsiveness and it would lose this sensitivity because there is a relationship between governance and the kinds of activities that go on there to facilitate it.

The three activities in which they are engaged are teaching, field work and research. We feel the governance that U of T could give would simply not encourage the high calibre of work that goes on now. The general sense that OCLEA is picking up from across the province is that administrators ask the questions: "Why are you going ahead and doing this; why would we want to do this?" Basically, if it ain't broke, don't fix it, that kind of philosophy and we would oppose the move on that basis.

Mr. Hennessy: Thank you very much for your brief. You are concerned that if OISE is broken up to some extent or changed to some extent and it moves to U of T, there will be problems. You feel that it will not work as well.

Mr. Angelini: Correct.

Mr. Hennessy: Do you feel on your own that perhaps they may want to cut corners to some extent? Between you and I, education is no different from any other form of business. When a new company takes over, or a new boss, they always have different ideas. If the wall was painted green somebody wants to paint it red, black or whatever it may be. Do you feel people like yourselves could suffer if it is more or less put over to U of T?

Mr. Angelini: We feel the risk of losing responsiveness certainly outweighs any benefits that might accrue from making the move. In good business judgement, we would ask the question: Why would one do it? Why would one lose the leading edge in educational technology? OISE is unique around the world. You can go anywhere around the globe, in the world of education, and OISE will be known. U of T enjoys a splendid reputation but it is another big university just like the University of Chicago, University of Philadelphia, University of Pittsburgh, etc. Within educational terms, OISE is unique and outstanding.

Mr. Hennessy: The Treasurer (Mr. Nixon) said they were going to save the large sum of \$200,000 and they have more or less spent \$28 million. Do you feel they could probably spend a lot more and maybe not get as much service as they are getting now?

Mr. Angelini: I would not argue with that.

Mr. Hennessy: I can see your point. If OISE was not functioning properly, if there were a lot of complaints and if there were as many complaints here as there are people for it, then there would be need for this committee to sit down and say, "We have to change it."

Yesterday I wanted to get this joke off and the chairman shot me down before but I will beat him this time. It is like going to a Maple Leaf game and having the U of T sticking up for the opposing team and everybody else sticking up for the Maple Leafs. That is the way the percentage is of people coming to us who want OISE to stay as it is. Maybe 99.75 per cent are in favour of leaving it as it is and 0.25 per cent opposed. There were two people here this morning, the only two I have seen on all our trips. It is like in Russia.

Dr. Flynn: That is very encouraging. We should be pleased that at least you got one or two points from the other side. We have no objection to moving into the U of T and the walls being painted a slightly different colour. However, we would object to moving to U of T with many of the walls knocked down and nothing built to replace them.

Mr. Hennessy: It would change the operation of laying people off by giving everybody the golden or the silver handshake, whatever it is going to be.

Dr. Flynn: If they get the golden or silver handshake that would probably help them but it would not help education in Ontario. That is our point. We are concerned about the effect not only on education but also on the whole general notion of what we feel in Ontario. It is not a bad feeling--at least I feel very good about it--to be associated with, and to know we have, a world-class institution. Why do we mess around with it? Why do we feel bad about having such a thing?

Mr. Hennessy: Do not look at us. We are not the bad guys this time. We are the good guys.

Mr. Henderson: Stop mincing your words.

Mr. Hennessy: Now, doctor, we are going to win by a vote.

Mr. Henderson: I will remind you of that.

Mr. Chairman: The only way to handle you, Mickey, is not to let you get started.

Mr. McFadden: I must say, further to what Mickey has said, the two briefs here today are virtually sounding the same note as administrators, teachers and various people associated with the education community have provided to us from across the province. There has been no one, at least in our visits and we have certainly seen a lot of witnesses, who has disagreed with the tenor of what your brief provides. You clearly represent administrators throughout the province and I think you pretty well have your hand on the pulse of the education community.

Dr. Flynn: Sure.

3:10 p.m.

Mr. McFadden: You would have to, in order to meet your obligations. I do not think either of you were here when the president of U of T was here. He did not feel in a position to offer this committee any indication as to the future of the field service, in-service or any of the other continuing education programs whatsoever. He felt that was all subject to potential negotiation but he was not prepared to give us any undertakings one way or another. This has been a recurring problem we have had from the start. I take it, from the point of view of school boards, administrations and directors of education and all the people you are representing here, that the field office program is not a frill in the education system. You would regard it as an essential service to the education system of Ontario, would you?

Mr. Angelini: I do not think there is any question about that, particularly from the point of view of my organization. It is not only the field centres, but also it is really the central building itself. We use the people who do field work from the field centres and the people at OISE itself. We should view that as another central field centre, in my estimation.

Dr. Flynn: In a school board, and I understand Mr. Holmes will be talking later about the few essentials, certainly the answer to your question is a very positive yes. My relatively small school board has access to the field centre in Kitchener. We have used that, for example, for study of the impact of holidays or of half-day kindergarten. Lately, several of my principals and principals from other boards have worked with the field centre in developing a third-level principal's course, which is now being approved by the Ministry of Education. That came out of the regional office, and it is tremendously important.

Certainly, my colleagues in northern Ontario speak constantly about the positive impact of the OISE field centres on their work. These give a sense of the connected professional who is relatively close by. They offer quite a different thing from the practical thing offered by the Ministry of Education field offices or the regional offices.

Mr. McFadden: Would you also be worried if this transfer were to take place, even if initially the University of Toronto were to keep these programs in place? In time, based upon the usual types of politics that get played out in a large institution, the areas that are of most benefit to your organizations might wind up being lesser and lesser priorities.

Dr. Flynn: That would be my sense. Of course, I cannot speak for what the University of Toronto will do. I am very hesitant to say, "Sure, it is going to go for two or three years." I do not see an assurance for two or three years. I would want some pretty cast-iron assurances that the thing will be continued.

Initially when OISE came in, great numbers of people in the school boards flooded there to take master of education degrees or master of art degrees and doctorates later on. Now we have smaller numbers of people, although we still have teachers and people on the staff going there to take graduate courses. The field centre action has matured quite considerably, and we in the school boards have matured. The question is where we would go to get the kind of help we can now get if the field centres were reduced in number or service, or indeed their actual existence were taken out.

I find it difficult to understand how a university centred in Toronto could continue to give personalized attention to a field centre in Kitchener, London, North Bay, Thunder Bay or some other place. It just is not a priority,

particularly given what I understand to be the territorial sensitivities that other universities have. I do not really see the University of Western Ontario in London being terribly happy that the University of Toronto is mucking around. The field centre in London is connected with the leadership centre of the University of Western Ontario.

Some of us already have very strong connection with that from principal development and assessment and so on. I worry greatly about what is going to happen at the field centres if the whole thing is taken over by the University of Toronto. I do not think they would survive. That is a personal opinion, but that would be my own sense.

Mr. McFadden: That is my sense as well. Over time, that would definitely be one of the things to go, which would perhaps lead us to the point where we would have to re-create OISE in another form. Because of the need of the system where you have this kind of service, it might fall back to the province to start it all up again.

Dr. Flynn: I appreciate your point. If that was necessary and OISE was to be folded into the University of Toronto and go through the kind of a process that I can anticipate, a kind of withering, a "rationalization process" would be the term used, I imagine, it would ultimately become evident that something of the nature of OISE is necessary. I am tremendously optimistic about surviving well into the next century, but I am not optimistic about surviving to see OISE as we understand it, at the level of service it offers now, being resurrected and coming again. There would be an actual downtime, and you would have to get a whole new generation of people and researchers.

I am a survivor of the Avro fiasco, if I can put it that way, and we have not been able to resurrect that scientific, intensely intelligent orientation towards that kind of activity. We may well do so 10, 15, 20 or 30 years from now, and I hope we will. The same would happen with OISE. If you bury it, it will stay buried for a long time and would never come back in the same way. It would come back, but in a completely different form.

In the meantime, the loss to us in Ontario and to us in education in Ontario would be extraordinarily deep. I do not want to see that. We have worked too hard to help it work the way it has been working. It can always be improved. Certainly, we are committed to trying to make it work well, to making our school systems work and to using the system better. All kinds of improvements can and will be made. You do not improve a thing by--to use a bad term--castrating it. I do not think it does a great deal.

Mr. McFadden: Your observation is similar to mine; it could wind up in a circular thing 30 years from now.

The only other thing I was going to ask you about is the importance of seeing that the management structure at OISE remains responsive. The board of governors of OISE consists of representatives of the broad education community.

Dr. Flynn: Yes.

Mr. McFadden: It has been stated that is an advantage in terms of keeping the institution responsive to the needs out in the field and throughout Ontario. Would you concur with that, or do you think that is not a very important criterion? I am curious to know how you value that.

Dr. Flynn: As an administrator, and at this time I represent my associations on the board--quite apart from that, it would be my sense that that is very important. The sense of ownership enjoyed by trustees, teachers and administrators because they are represented on the board is quite strong indeed. This is a sense of ownership that we do not have in any other institution.

We had representatives from various areas on the faculties of education at Brock, Queen's, Western and so on. I went through the executive and presidency of OAEAO; in none of the offices where I was in contact with the organizations did I feel the kind of connection I felt with OISE. Our representatives there felt they were associating with the other organizations and having an impact on things that were tremendously important for them in their work.

In passing, it may seem to be almost frivolous to say, "Let us retain the autonomy of the board of governors." It is not just a local board of governors from around Bloor and Bay or wherever; it is a board of governors from all across Ontario. I am from a very small school board in a not tremendously significant part of Ontario from many points of view, and yet I can have the opportunity to impact on the institution through my association and through my membership on the board. That does something to the morale and the sense of autonomy of the educational administrator, which I think is very important.

Mr. McFadden: In response to a question in the Legislature, the Treasurer indicated the duplication that might be eliminated. He specifically mentioned the board as a duplication that could be usefully eliminated. I take it you are saying it is not a frill or a duplication.

From talking with the president of the University of Toronto this morning, I assume that for all intents and purposes the governing council of the University of Toronto would in all likelihood assume the role of the board of governors. You are not expecting to have that much influence on the governing council of the University of Toronto.

3:20 p.m.

Dr. Flynn: I do not know the governing council at all well, but it would be my sense that it would be as concerned about life for me and my school board as it would be in the life of a mechanic at the Toronto Transit Commission bus station up the road, which is very little, except that if the bus is held up, you wonder about it. I do not feel that way about the OISE board. I am on it; therefore, I can relate to my fellows and so on. Our association, OAEAO, through its work, constantly reminds its members of its representatives on the board. They are in association and liaison with the board of governors of the OAEAO. That has been a good connection.

I would not feel terribly confident that my board, or people such as myself, would have a very heavy representation on the board at U of T. Personally, it would be an interesting experience to be on that board in the present form. The boards operate differently. The degree of responsiveness and degree of sense of responsibility is different from one board to another.

Ms. Bryden: I am glad that the association of administrative officials and Mr. Angelini brought us the administrators' point of view. If anybody is looking for duplication or for ways of saving money, you should go to the administrators first.

Mr. Angelini: Thank you.

Ms. Bryden: They probably know where the duplication is or where the efficiencies could be improved. I wonder if Mr. Nixon might be interested in taking a look at the possible efficiencies and how much they would save in relation to how much this alleged duplication is going to save; I imagine they would be fairly substantial. Could you cost the losses you have painted to us as potential which would occur if there is a period when OISE's services are cut back and they have to be built up again if it is found that they are necessary?

Do you think it would be possible for your association and Mr. Angelini to produce some sort of ball-park figures as to what administrative savings have been made over the past two or three years through joint action by your associations and new ideas and so on? It would have to be just a ball-park figure but I imagine it would be very substantial, if it was possible to cost it. Do you think it is possible?

Mr. Angelini: Anything is possible. We have to consider it. I cannot speak for Peter's organization or for the present officers in my own organization. If we could specify what it is we are trying to look at, we could find answers to that.

Much of what I have said speaks to financial losses. There are other losses as well, which are very substantial. These are related to psychological or morale areas, or a sense of wounded professionalism. Those kinds of losses are really incalculable. How can you determine in real dollar costs what it is like to belong to an association or provincial educational operation which no longer has a high-profile, specifically oriented research arm, for example?

There is no doubt that we would survive without it. Let us not be too unrealistic; we could survive without it. Many places do not have it; many parts of Canada do not have it and wish they had it. One part of Canada had something that was beginning to look like that and wiped it out; now they come here for their research. It is a long way from Halifax to Toronto to get your research done.

If OISE was wiped out, perhaps something would arise in another province but then we will be trotting our money off to Calgary, Edmonton, Winnipeg or some other place to try to participate in their activity. Those costs, in the long term, could probably be calculated, but the sense of loss is not a money thing only. We could look at the question to see if there was something we could do.

Ms. Bryden: It might help to persuade the Treasurer to take another look at fulfilling his objective of saving money in the long run. I think educational efficiencies and helping the school boards to improve their efficiency might have a lot to do with saving money.

Peter, would you care to comment with regard to the groups that have joined your association and presumably pay the operating costs of it? Have they come in because they think they are going to be able to save money as a group or to develop better programs? Do you think there is a cost effect there?

Mr. Angelini: Sure, because they are self-selective in terms of what they come to. With reference to OCLEA, they feel they are getting a pretty significant return on their investment in time and money spent with our activities.

On that same theme, my understanding is that the best estimate of the saving in merging OISE with U of T is in the vicinity of \$200,000 a year. If we look at that administratively from a business point of view as a return on investment, and even if we assume that the figure of \$200,000 a year is reasonably accurate and is as high as that, it is an incredibly good investment. The return on investment of \$200,000 a year for the kind of responsiveness and profile that you get from OISE, as it stands right now, makes those bargain-basement prices by anybody's standards. If we were to give them up, it would be a laughable mistake in the eyes of a number of other jurisdictions.

Ms. Bryden: But by belonging to OCLEA, OISE itself probably gains cost savings?

Mr. Angelini: We like to think so.

Mr. Chairman: Thank you very much.

Dr. Flynn: Thank you, Mr. Chairman. We appreciate the opportunity to come and comment. I understand that the brief actually had been delivered and circulated.

Mr. Chairman: Correct.

LINCOLN COUNTY BOARD OF EDUCATION

Mr. Chairman: We are about to hear exhibit 125, from the Lincoln County Board of Education. Mr. Garry Holmes is the director of education.

Mr. Holmes: It is my understanding that you very recently received this brief, which was prepared some time ago. I presume the brief was not here a week or two earlier due to the change in presenters.

Mr. Chairman: It says, "Presented by" blank.

Mr. Holmes: Right. That is the original one. Mr. Hayes and I were not of a mind as to who was going to be free at this time. I made a special point of being here. I chose to be here today. That is important.

I would like to begin by saying that, having listened to all of the comments for the last hour or so, I am really worried now because it reminds me of someone like Harold Ballard saying the coach is safe in the job; you know bloody well that is the beginning of the end. I hope that does not happen because the comments that I wish to make are very similar to what has been said here but with a twist that I think is important. It is important to a board. I am not speaking as a director or as a member of the association Dr. Flynn just referred to, although he almost said things that I would like to repeat. I will take that as a given and I will carry on from there. I wish to speak from the point of view of a director representing a large school board in this province. I want to take my comments more to the mundane and make three or four points as I begin.

The presentation is going to be focused upon OISE's role in our county more than as an overview which you have been hearing in large part. It is also going to be recognized that we believe OISE is unique. We are proud that it is in Ontario because of its international reputation. I ask you to remember that this is coming from a person who joined all of the troops a few years ago telling everyone, "What do they know, sitting down in that ivory tower so far

removed from reality?" I will not read all of the brief but I will highlight some points.

3:30 p.m.

In Lincoln county, we have been well served by the Niagara regional field office of OISE. That is our arm to the practical. The constant contact between Lincoln County Board of Education personnel and the field office has enabled us to make decisions about the quality of the program and changes we should make in the program based on local research projects within our own school community. Without this kind of local service, which we cannot obtain from any other educational agency, our decisions would of necessity be based on research conducted far from our county and perhaps not applicable to our unique situation. I also wish to emphasize that since the closing of the local ministry office in our area in the 1970s, no such resource from the ministry, such as it would be, is available.

The OISE office responds to local needs and assists us in making crucial educational decisions. As you no doubt realize, research in educational fields in this province is not always regarded as a high priority by the public. It requires long hours of labour and may not always be useful beyond the immediate subject area or classroom concern.

I would draw your attention to some of the major projects that we have conducted in co-operation with the local OISE staff and which have had far-reaching implications for Lincoln county and others in Canada who have taken advantage of such projects.

I do not want to read the next one verbatim, but it is the longitudinal study of student achievement. You will have an opportunity to read it as you see fit. This is probably the most unique piece of educational research in existence in North America. It is longitudinal and has been done over 50 years. It has been based on a constant base and done by researchers outside the educational system.

It is one source where we can turn and say, "How are the students of today doing compared to the students of 10, 20 or 50 years ago?" It is based on those things that you and the public like to call the basics: math, English and the core subjects. We have that resource in our county. We have updated it. I suggest that an institution such as OISE will be necessary to update that research every five to 10 years. As long as I am around, there will be a request to have that done.

This research was recognized within the past year by the universities across Canada. An award was made to the people in our field office for having presented this research, for the quality of it and for the uniqueness of it. We approve of this. As a director, I almost stand up and cheer about this because I have a very easy, defensible position when the public says to me, "What about the bloody basics?" I can go to Rotary meetings, I can speak to the politicians and I can answer at board meetings and say: "If you would like to investigate it further, please come and sit down. We will give you all the facts and figures." That is one example of the kind of research in our county that has been important. We think it is a critical service that we could not reach out for with the same credibility anywhere else.

On page 3, another example is a professional development survey that took place in 1981. You probably know how touchy directors and educators are on that topic, because for years the public has complained, "Since we are

giving teachers holidays just after they start work and during their short, five-day week, why in the world do we need this?"

Back in the early 1970s, the ministry decided that if it wanted better professional development and improvement in the curriculum, it would have to put its money where its mouth was. It decided to do that by assigning the opportunity for boards to release teachers up to approximately nine days each year, depending on the board's wish, in order to develop the staff professionally. That has gone on for a number of years.

We, like you, do not want to see it go on in a haphazard manner. We did some research across the county over quite a period of time to figure out how best to involve people--the public, internally and externally--in order to make that project work. That is another example.

As you go down the page, there are five or six items listed that are very specific to our county. We did some research on the trainable mentally retarded and on housing them. We did some research on decision-making models, as well as on guidance and on secondary priority needs in that area.

There is one I would like to take a moment on: joint occupancy in the sharing of school facilities. This is particularly important these days, because that "joint occupancy and sharing" happens to be a public elementary school and a separate elementary school in the same building, built together to serve both boards.

The schools do not completely join in curriculum and program, but they share enough in facilities and in some things that they certainly are a role model in these tough times of trying to figure out what to do with Bill 30. They are especially important for people such as myself who are opposed to the bill, but think very strongly that educators should be working together for the best use of the resources in this province and should be looking at something such as an umbrella board or whatever. This model is important and it was done years ago in this kind of study through field offices and input from OISE.

I will go on to page 4 and conclude with some remarks on what I see as being important in the future. Vast changes are being mandated by the ministry: the Ontario Schools, Intermediate and Senior Divisions curriculum guidelines, or OSIS as we call it, at the secondary level; junior review; an early childhood education project that I am sure you people are well aware of right now, that may or may not come down the pipe in its entirety. It has tremendous support across this province from a lot of people because of the society changes.

I predict that document will be one of the most profound documents in education in this province for years. If you follow through the recommendations in it, some of them are tantamount to changing the present system and turning it upside down. For example, there is no grade structure through until grade 4, if you take it as it is written. Students will come to school and will progress. We will have to learn how to handle that teaching situation. It will be great for students if the administrators and the teachers are able to handle it. However, it is going to be big and it is going to need a lot of resource help in order to pull it off.

That is the kind of thing teachers will lean on. They will lean on us. We will lean on OISE and particularly on the field offices, which in turn will lean on downtown OISE. All of that will be tied together. I see those changes as critical.

As I say in my brief, being educationally long in the tooth and practical by nature, I might be accused of coming from Missouri or wherever because, in spite of any promises or rhetoric to the contrary, my colleagues in my county and I firmly believe that field offices will be most vulnerable when the treasurer of the University of Toronto decides restraint is required. You can cut it any way you want; that is a statement we firmly believe after talking about it at great length. From our perspective, the classroom teachers, whom I refer to as practitioners, have no other resource of equivalent quality in Ontario.

My brief focuses in particular on the field office in order to give you concrete examples of the general points that were cited earlier. It focuses on that because the only thing making OISE work is that it happens at the classroom level. The field office is the most direct link to our teachers. Our teachers would be saying the things I am saying about our field office, and I think that is critical.

Therefore, I will sum up by saying OISE is an internationally recognized institution that has had the mandate to concentrate in major part on education. It has a genuine practical side that I hope I have been able to bring out. We urge that this service for the students in Ontario not be watered down.

3:40 p.m.

Ms. Bryden: I very much enjoyed hearing from a larger school board. We have heard from a few others, but also from a lot of small school boards. Both large and small boards seem to think the services of OISE, in linking them with research efforts elsewhere and in helping to tailor the implementation of policies of the Ministry of Education to the local region, are absolutely invaluable.

When we asked some people up north what would happen if the OISE regional research people disappeared, they said, "It would be a disaster." If the OISE regional staff were not there, does your board feel it would have to take on additional researchers and people who could help the classroom teacher to implement the ministry guidelines?

Mr. Holmes: I not only feel that; I know that. The problem is we do not know where the money would come from. Would we would have to go to our local taxpayers to hire more staff to do it ourselves, and not nearly as well as the institute can do it, or would some other forum be set up in this province, another institute or subdepartments in universities? We have talked about this a good deal. We see no model that would work more effectively and more efficiently.

Ms. Bryden: It seems to be even more valuable at a time when the Ministry of Education is cutting down on its regional offices. Perhaps it has recognized that the more specialized job can be done by an institute such as OISE, which is also funded by the provincial government, rather than through the regional offices. Do you feel the regional offices, before OISE, were able to do some of the work that the OISE groups are now doing?

Mr. Holmes: Rodger Allan refers to me as one of the group of people, like him, who could not keep a job. I have been around four major locations in the province and I can not give the same answer in each case. In three out of the four locations, the regional ministry office was of value to the local system and did provide a minimal amount of that service. It was not the same

quality and not the same availability, when you get to the pure academic research base, that we so much need. In the fourth case, I do not believe the regional office and the board effectively worked together, so I do not want to comment on it.

Ms. Bryden: As we are all aware, the job of the principals, the classroom teachers and the boards has increased greatly with recent ministry guidelines in all sorts of new fields such as the gifted child and integrating the retarded child. Somebody said there is no longer a normal child to be taught in the schools; all of them are special in some way or other and all of them need special programs.

I notice one of the research studies your board has undertaken with the help of OISE is in stress workshops for schools and principals. Do you think the OISE work has reduced the amount of stress in the schools from all these new developments? Why did you have to have special workshops?

Mr. Holmes: I would like to be able to say it did. I do not feel I can go that far out on a limb. It is true the workshops have caused people to think about it, even if the message has been that much of your stress is something you create yourself and there may be ways around it; in fact, a little stress is probably healthy. Even along that line, they have been helpful.

They are needed because you identified the major component, the expectations of the ministry, plus the expectations of the public and the depletion of the funds available. When you have a declining enrolment, you have a whole lot of new expectations. You have less money to deal with it; you have higher costs and everybody feels a tremendous pressure. The public is saying it wants high standards.

It is bad enough to have all those things facing the teachers. If they have no way of answering definitively with a good degree of confidence that what they are doing is being done well, then it adds to the problem. We see the research from an institute such as OISE giving us enough credibility in the academic end in a system to say: "We believe, and here is why we are doing it. As members of the public, go and check this against our resources or the people to whom we are referring and see what you think." We have found this to be an invaluable aid.

Ms. Bryden: The evaluation process is a very important part.

Mr. Holmes: Absolutely.

Ms. Bryden: I have one other question. I notice one of your Lincoln county projects is studying joint occupancy in the sharing of school facilities back in 1980-81. That may be a cost-saving proposal. I do not know whether it has any relevance to the present desire to share school facilities between the separate and the public boards. Do you feel that kind of research at the board level would be assisted by OISE's experience?

Mr. Holmes: It is appropriate today. I mentioned it as I presented. It is causing some local tension at present because here we have this example of the public board that I represent on record as saying: "We oppose Bill 30. We support a unified board. We have a sharing concept in our midst and we would like to expand upon that." Then we have the separate board saying: "That is well and good, maybe some time way down the road. Right now, we are more interested in starting what we have the right to start." It is a bit tenuous,

but I believe the model is excellent. The fact that it was developed in a time when there were not those tensions and when people believed you should talk about snaring will augur well for us in those discussions.

Ms. Bryden: Did the OISE people assist in developing that model?

Mr. Holmes: The detail in that model was before my time. I cannot give you how much practical detail they were involved in. I believe there is a gentleman in this room who could. We could pursue it for you, if you wish more answers.

Ms. Bryden: I do not think we have time right now. Anyway, it is an interesting study which, no doubt, has relevance today.

Mr. Hennessy: I was very interested in the statement about this stress program. Is it possible to have a stress program for politicians?

Mr. Holmes: Politicians create most of their own stress, so they do not need one. Most politicians are carriers.

Interjections.

Mr. Chairman: I will wake somebody up at the back.

Mr. Hennessy: I am concerned about our chairman.

You hit the nail right on the head when you said the responsibility of the treasurer of the University of Toronto is to the organization for which he is working. If it comes up to two programs that are equally as valuable as his own, he may lean a little towards his own organization to some extent.

To bring it back to the bottom line, it is strictly funding and the possibility that people will lose jobs. As I have said before and I have said to other people, everybody wants to have his or her own system. It is like the coach of a hockey team; he has his own system. Everybody has a personal system, whether good or bad, and tries it. That could cost people jobs. That is the concern of the majority of people who come to us. I want to have your thinking on the matter. Do you think it is a possibility that a lot of people with jobs might change those jobs?

3:50 p.m.

Mr. Holmes: That very definitely could be one impact. That is why we wrote the statement as we wrote it and why I repeated it verbatim. We chose our words carefully, but we are saying very clearly that when push comes to shove in that forum, the fact that OISE is extended, that it is over there instead of right here, that it is not quite as dear to my heart for whatever reason, will make it easier to do the major surgery over there than it will be right here, close to my heart. I see no possible way, if the economy of the province continues as it is, for that question not to come up. As soon as it comes up and there is a cutback necessary, my guess is there will be jobs and they will not be from U of T.

Mr. McFadden: Mr. Holmes, I notice your board's address is on Oakdale Avenue in St. Catharines. You are not all that far from Brock University.

Mr. Holmes: That is correct.

Mr. McFadden: One rationale for the transfer of OISE to U of T was the elimination of duplication. Does Brock in your area offer an identical service to OISE?

Mr. Holmes: When you have a chance to read the brief, we clearly said we do not see a duplication of service. We do not believe we can get service of this nature anywhere else in Ontario, and probably not in Canada. We see no conflict with the Brock-OISE situation in our locality. We have excellent relations with Brock University. They do a lot of educational programs for us. A lot of our staff work with them in night schools, summer schools, etc., and it is a co-operative thing with the regional office of OISE being housed in one of our school buildings. It is not a conflict and there is not an overlap.

We are talking here about a pretty high-quality service which can deal with the practical, on a research basis, not necessarily a teaching methodology or not something in the way of training, or more academics on a learning theory. It is something where we can say: "Here is the theory. How can we make it work in this classroom and go out to the teacher and help set up models to have that happen?" There is a gap that is hard to come by and is not served well by most universities. Locally, therefore, I do not see a duplication and I do not see a conflict.

Mr. McFadden: About three months later, the other rationale that was put forward in addition to elimination of duplication was the idea that the merging of the two institutions into the U of T would provide better service to students and teachers. In your experience, can you think of the basis on which that statement could be made with regard to your experience in Lincoln and the service that OISE provides? Would you expect that to be the case?

Mr. Holmes: I would expect the opposite to be the case. To answer your question about the basis on which it could have been made, I would be stretching it. I can only imagine it being made on the fact that you would have more staff, a larger institution and tremendous resources properly put together; you, therefore, should be able to come up with a better service. What happens is that the small become lost in the large whenever you are down to something that is very crunchy.

You said it nicely earlier. Initially this might even be set up so there were guarantees that we and OISE could live with regarding the structure and the autonomy. I suspect that would last until the first catastrophic budget, at which time something would have to change and some of those conditions would start to be watered down, in my opinion. The long term would be less efficient because the large would swallow up the small.

For us as educators it is critical to have somebody, not academics per se, spending time looking at education, virtually exclusively. That is fine. That is education, but we are looking at the delivery of that service and the impact on our young people in this province. That is far removed from the academic level that is reached at many university board tables.

Mr. Chairman: Next we have Dr. Shapiro and Dr. Jones from OISE. Do you mind starting five minutes early?

Dr. Jones: Do you mind? Do you have to quit early today?

Mr. Chairman: I have not fallen asleep yet.

Dr. Jones: This is your chance.

Mr. Chairman: There were some in the audience who did. I will not name names.

DR. SHAPIRO AND DR. JONES

Dr. Jones: While I make a few introductory remarks, the committee members might like to look for a letter from me to the chairman dated April 9, which I think you received today.

Mr. Chairman, I thank you for asking us to come back today. Since I hope it is the last time, I will take the opportunity to thank you for your grace and wit throughout the hearings and to thank the members for their courtesy. We have had a large number of persons appear before you, and as you know, it is not an easy thing for a lot of people to come before a legislative committee. I have been at all the hearings, except in Ottawa and North Bay. Without exception, the committee, and you in particular, have been quite receptive to the presenters and it has been very helpful.

I have heard people say time and time again that they have appreciated the experience and it has changed a negative stereotype of legislative members many of them had. You should know you are also bringing about some changes.

We plan to do two parts; it is the Jones-Shapiro dance team here. I am going to deal with my letter of April 9 and Dr. Shapiro is going to make a summary of the activities. There have been allusions to baseball today. I facetiously said to you the last time when you said you would be inviting us back that we needed only five minutes, given the nature of the presentations you have heard. We almost feel like cleanup hitters who have no one to put around the bases since most seem to have hit home runs with the committee in support of the institute.

I do not want to repeat things I said on January 15. I would like to concentrate on the letter. For those persons who were not members of the social development committee at the time, I want to remind you I tabled two documents then. One showed the reduction in staff at the institute over a 10-year period and the other showed the reduction in benefit in the budget. The purpose was to demonstrate that, in the last dozen years, the board has been responsible and has been cutting its cloth to suit a reducing budget.

If you have the letter of April 9, I would like to begin at the end by asking you to turn to page 4 at the bottom.

Mr. Chairman: It is in the file that everybody got this morning.

Dr. Jones: We have some extra copies. Do you have yours, Ms. Bryden?

Ms. Bryden: Yes.

Dr. Jones: I want to go to the end and then I will come back to the beginning. My conclusion in the letter is that in the view of the OISE board, "the institute's position is both clear, consistent and, we believe, in the best interests of the province. I wish to point out, however, that OISE is not simply reiterating its preference for the 'status quo ante' however valuable the results of the 'status quo' have been to date. We believe two particular changes would be quite appropriate at this time"

4 p.m.

The first, which I will come back to in a few seconds, is the granting of degree-granting power to the institute in order to make negotiations between the institute and the University of Toronto more balanced. The second, a point we have repeated from the beginning, is that any new affiliation with U of T should include a joint commitment by both institutions to a new and more substantial relationship with the university's faculty of education.

In that regard, I was somewhat encouraged this morning by President Connell's response to you at the conclusion of the presentation. I have it almost verbatim. I think your question was whether he was now more motivated by the Marsden report than by the policy of the Treasurer (Mr. Nixon). I was heartened that his response, if I heard him correctly, was that he was now more motivated by the Marsden report than by the Treasurer's policy. Incidentally, as you will see in the letter, that has been a stumbling block.

Implicit in some comments throughout the hearings has been the suggestion that the position of the OISE board of governors is not clear. I want to say in my conclusion that it was quite clear, and that is why it struck me that the best thing I could do today would be to present to you this letter of April 9. I do not want to go over all its resolutions, but if I may be a bit immodest on behalf of the board, when we put the resolutions together I was struck by their symmetry and logic. They are almost like a Pratt or Colville painting. It was certainly not difficult to distinguish the points we were trying to make as we went along in our meetings.

As you likely recognized this morning, hearing it several times, one of the things we cherish is the distinct difference between the two governing bodies. The governing council of the University of Toronto, as you heard this morning, is not a policy-making body. If I heard the president correctly, it depends on reports from its administration, in contrast to the OISE board, which is a policy-making body. It is a participating and very active board.

I do not want to go through all the resolutions, but you will note we had a special meeting on October 29. At the bottom of page 1, it is significant that at our meeting of November 26 we had no resolution other than to approve a special meeting of the board on December 10. The significance to me is that it indicates that at that time the board was not taking an unthinking, inflexible position. It was wanting to take time to consider. It wanted to set aside the special meeting. It was at that meeting it gave careful consideration to the resolutions you see on page 2.

On page 3 are the resolutions from the January 28 meeting, which are in response to the Treasurer's letter, attached as an appendix. We indicated in the second resolution that we were prepared to explore with the University of Toronto other approaches relative to the Treasurer's objective.

Then on March 18 we had a reply from the president of the University of Toronto. I think that was in response to my letter of January 29. It is not hard to understand why we have been almost six months, if not six months, from the Treasurer's announcement to the present time with lots of motion and not much effective action in terms of the relationship.

At the top of page 4, the board indicated its willingness at that time. It did not make a dogmatic response to the letter, but referred it to the status of OISE committee and authorized the executive committee to take appropriate action concerning the letter. At the executive committee meeting

of April 1, the committee approved a meeting with President Connell to pursue item 1 of his letter of March 10.

As I have indicated, that meeting has been scheduled, and reference was made to it this morning. The director, Dr. Shapiro, met yesterday with President Connell. I hope the committee will accept that we are not prepared to discuss that meeting with you today, except to say there seems to be a willingness to have representatives from the University of Toronto and from OISE meet further. For us to get into a discussion of that today might not help any discussion that might take place.

I would now like to return to my beginning. I would like to emphasize to the committee that I hope you will not substitute this last piece of information I have given you for any definite action the committee should take. In other words, I do not think it would be fair of you or fair of us to suggest there may be a lot of hope in those discussions.

Most of you received this document. I would like to emphasize that the cover of the document is quite clear. It is an interim report of a committee and, I emphasize, does not represent the position of the OISE board of governors. In saying that, I am not commenting on the contents or the quality of the report. I just want to make it clear it is a report the board has not yet considered and on which it does not have a position. I would hope you would not hold out any hope for that.

Coming around to the very beginning, I hope the committee on its part will take definitive action. The action we would like to see coming from the committee is the move towards giving the institute degree-granting powers. For our part, we are prepared to enter into serious discussions on a new and longer-term affiliation agreement and to commit ourselves to seeking a new and more substantial relationship with the faculty of education.

I would ask the committee to hold its questions. Bernard has four to five pages, which is a summary of much of what you have heard, but I think it is worth while that we put it to you now.

Dr. Shapiro: At the very beginning of my academic life, I had a research colleague whose name was Thomas O'Brien. The various publications that came out by O'Brien and Shapiro or Shapiro and O'Brien were frequently likened to a vaudeville act. As I approach the very end, I find I have been either promoted or demoted to dancing. I am not quite sure how to consider the effect of the intervening 20 years.

Dr. Jones: That is because you are dealing with a Jones.

Dr. Shapiro: Welshmen and Irishmen.

Dr. Jones: They sing; they do not dance. Irishmen dance.

Dr. Shapiro: Like the chairman, I would like to begin by thanking the members of the committee, as well as the committee's clerk, for the time and consideration they have given to the future of the Ontario Institute for studies in Education. It is most gratifying to note not only the effort invested in both the reading of the material and the consideration of the many issues raised, but also the quality of the questions put by the members of the committee to one or other of the persons appearing before it.

In my previous statement to the standing committee on social

development, I outlined the general legislative mandate and history of OISE and provided a summary of the response of both the internal OISE communities and the institute's board of governors to the government's proposal to transfer the institute to the University of Toronto. I do not wish now to repeat all this first statement contained.

4:10 p.m.

I do, however, wish to emphasize again two particular points. First, OISE was not arbitrarily created. It grew out of a felt need of professional educators as they struggled to improve the delivery of school services to the province.

Second, OISE's legislative mandate was and is consciously different from that of other faculties of education in that it was and is an act of conscious will, different from that of other faculties of education, both combining to create the institute as a semi-autonomous body somewhat outside a university context. The institute has been deliberately conceived as a hybrid institution, partly a university and partly a research and field development agency with a commitment to field development which is not just the noblesse oblige of community service but a coherent vision of long-term, two-way co-development.

This two-way understanding, this mutuality of idea and commitment, is both between OISE and the whole variety of agencies in direct professional practice and within OISE among our three primary functions of graduate study, research and field development. In both cases, all sides contribute to and are enriched by the development, the dissemination and the practice of new knowledge.

In its series of public hearings, I am glad to observe this committee has heard much of OISE's success and the extent to which the institute has developed and fulfilled its mandate for the people of Ontario. I am particularly pleased that the basis of this support encompasses not only our field centres where we touch the profession most obviously and most directly, but also extends to the quality of our scholarship and the range and professional consequence of our many programs of graduate study. In our view, this support is both an indication of past achievement and a reaffirmation that the felt need which led to the creation of OISE continues to be an important priority not only for ourselves, which is self-serving, but also for the people of Ontario at large.

It would be folly to claim that we at the institute know with certainty which particular ingredients that make us whole have been the most instrumental to our success. Certainly, the institute's province-wide mandate, its staff, its faculty, its students, both full-time and more particularly part-time, its active and fiscally autonomous board of governors and, finally, its relationship to U of T have each played a part. Whatever the relative contribution of each of these components has been, we believe the formula that has combined them so productively is a fragile one. More important, we believe this formula would not have worked and this success would not have been achieved within the usual university environment.

The proof, so to speak, is in the pudding. As Jerome Bruner wrote recently in a letter to the Premier (Mr. Peterson), the fact is that OISE has "succeeded where many institutions have failed." Professor Bruner adds that he doubts "the Ontario Institute for Studies in Education could have achieved its present stature if it had been forced into a traditionally university mould."

It is theoretically possible that all this could have happened, or will now begin to happen, if OISE either had been or is to be placed within the U of T. However, all our experience in Ontario, Canada and abroad argues against any expectation of this outcome. The actual evidence makes it appear quite unlikely that the institute could continue to deliver its legislative mandate as effectively within a university. Analagated within U of T, the institute will lose two of its greatest assets.

First, it is the single Canadian institution of higher education in which education as a professional field is a first priority. Second, OISE is a small institution able to respond flexibly and efficiently to both our clients and our field of study. Further, given the general experience of university faculties of education, we cannot be sanguine, especially in an era of general underfunding, about the outcome for OISE from the intra-university competition for very scarce resources. In any case, why tamper with achievement? Why fiddle with demonstrated success?

There are times when it is reasonable to do so. After all, in public policy there is not always a seamless continuity of ends or an unchanging judgement about the efficacy of a particular means. In the debate concerning the government's proposed transfer of the institute to the U of T, however, no party to the debate has raised the question of ends. All those involved, whether the public, the profession, the government, the institute or the university, would appear to be agreed on the value of the institute's accomplishments and on the importance of the institute's future for Ontario.

On the matter of means, the rationale initially given for the proposed transfer was the necessity to avoid duplication of publicly funded services. This certainly is a reasonable principle, but I think we have convincingly shown that the current duplication of programs and services as between OISE and U of T is negligible, especially in comparison to the results delivered on both sides.

However, the institute's board of governors has recognized that change can have positive value. The board does not argue simply for the maintenance of the status quo. It recognizes not only the possible advantages of a closer liaison between OISE and the university's faculty of education, but also the instability of the current arrangements in which the institute can quite regularly be held hostage to U of T's current policy preferences. Nevertheless, despite this difficult experience, the board does not argue against the institute's long and frequently productive relationship with the university.

What the OISE board of governors does argue in the name not only of its own interests, but also, it believes, in the interests of the study of education and the continuing improvement of Ontario's schools--incidentally, I do not think that distinguishes us from the other parties to the debate; I am quite willing to believe that everyone's motives are the purest; that is, I do not believe anyone has a monopoly on virtue in this respect--is that the Ontario Institute for Studies in Education Act should be amended in order to provide the institute with independent degree-granting powers. If passed, such an amendment would provide for the institute a basis of autonomy and stability that we believe OISE has earned. Moreover, this important support could be provided at no marginal cost to the provincial Treasury.

Finally, degree-granting powers would provide at least the beginnings of an appropriate balance in the negotiations between OISE and the U of T. Thus could be created the possibility of a more appropriately grounded and

long-term affiliation agreement which could be of great benefit not only to the institute but also to the university and its faculty of education. What we envision is a partnership which we believe will benefit all. What we reject is a merger which we believe, especially in the current circumstances, will benefit neither.

Therefore, what we suggest to you is that the standing committee on general government recommend to the Legislature that an amendment to the Ontario Institute for Studies in Education Act, providing the institute with degree-granting powers, be supported by all three political parties. Further, since the university apparently does not feel as free as it would like to be to negotiate an affiliation mode, given the government's proposal, we suggest you recommend to the Legislature that the present transfer proposal either be withdrawn or not be actively pursued.

In such a circumstance, it is our hope that the institute and the university could return to their negotiation for affiliation, a negotiation which we hope would produce an agreement which would, in turn, build imaginatively on the present arrangements so as to include a new and more substantial relationship between OISE and the university's faculty of education.

We are not proceeding in a vacuum or without experience. The institute's history and its admittedly hybrid model for success, a model which includes its fiscal autonomy, cannot be gainsaid. We believe it is your committee's responsibility to recognize this experience and, in the name of the benefits produced for education, act and act soon so as to ensure the institute's continuity of public service. Thank you.

Dr. Jones: Mr. Chairman, we are ready for questions, if there are any.

4:20 p.m.

Mr. McFadden: I guess it is safe to say that after more than 100 exhibits and submissions spread out over three months, we have heard a great deal about OISE. It seems to me this process may have done OISE a favour in the long run in the sense that it has heightened people's awareness of the importance of OISE in general. However, I think it has probably brought to the attention of various people in the education community how important it is and now they would miss it if it were not there. Perhaps this whole process may turn out well in the end. Although we do not have any immediate grounds to believe that, I hope it is going to be the net result. Maybe in your future responsibility, Dr. Shapiro, you could further that and see whether it becomes reality.

A couple of areas have not been explored much. Those are the alternatives if an affiliation arrangement is not possible with the University of Toronto if this cannot be worked through, if the sides are too far embedded in different positions or perhaps the trust is not there, if bureaucratic inertia does not allow it or whatever the reason might be. I noticed in your second recommendation, in addition to degree-granting status, the idea for an affiliation agreement with U of T.

I have a two-part question. First, do you believe an affiliation agreement with a university is a desirable thing for OISE to have or could OISE just as well go off on its own as a completely independent entity with no affiliation with anyone? Second, if it is important to have an affiliation

agreement, is the University of Toronto the only university? I am not asking you to name one, but do you think other universities could possibly fill the bill as far as having an affiliation of an enduring nature?

Dr. Shapiro: First, I believe the institute could survive and survive well under either condition, totally on its own or in an affiliation with another Ontario university. Assuming that everything else is equal, which is not exactly the case, my own preference is for an affiliation with another university, simply because that provides for a richness of possible developments that is not there when you are entirely on your own. There is no denying that universities in general have huge banks of human resources, some of whom would be very attractive to interests in the study of education and some of whom are interested in that. It has to be under the right conditions, but given those, affiliation with a university provides a richer potential.

As for whether the University of Toronto is the only imaginable such partner, the answer is no. The OISE act envisions the possibility of multiple affiliations, which would be a terribly complex thing to try to manage but is at least conceptually conceivable, and of affiliations with unnamed institutions. The act does require that any such affiliation receive the approval of the Ministry of Education, but it is a possibility if the Toronto connection does not work out for whatever reason.

Mr. McFadden: You mention the Ministry of Education. What about the Ministry of Colleges and Universities? How does it fit in here?

Dr. Shapiro: It does not. The OISE act specifically mentions the Minister of Education. It is the one institution of higher education in the province for which the Ministry of Education has responsibility under the act. All others are handled through the Ministry of Colleges and Universities.

Mr. McFadden: Unless I am wrong, my interpretation is that might have been somewhat anomalous. When the act was passed, the departments were unified. That is a strange relationship. As we have been working through, I have detected two very distinct things going on with OISE. On one hand, it is functioning as an institution of higher learning for post-graduate training and so on, which fits the Colleges and Universities mode. On the other hand, in applying its service to educators it is more compatible with the Ministry of Education.

Dr. Shapiro: I cannot speak directly to the situation at the time of the development of the act since I am not familiar with that time. Dr. Jones may have some comments to make. You are right about what I call the "hybrid" and you call the "anomalous" nature of the institute. I think that is one of its advantages; it is different and it is odd, but that is part of the secret of its success.

Dr. Jones: I tried to cover that in my remarks on January 15, when I tried to put it in the context of the developments in the post-Sputnik era and, in Ontario, the development of the curriculum institute. The whole thrust of that movement was towards the development of curriculum in the elementary and secondary schools. I suspect that is why the act was written that way and why the institute became responsible to the Minister of Education as opposed to the Minister of University Affairs. I am repeating myself. The concentration was on elementary and secondary school programs and on research and curriculum development.

Mr. McFadden: Can you give us an idea of your feel for the

negotiations, or lack thereof, with the University of Toronto? We have been through your letter of April 9, which is quite an interesting summary of various meetings of the board and of the philosophy behind the resolutions. We have an indication now that things are more or less at a stalemate; Dr. Connell indicated that this morning. We understand there may be some meetings taking place now. Without giving us information concerning the details of your discussion, which I do not think would be fair for us to try to ferret out since you might be entering into a sensitive phase and we do not want to impair in any way an amicable settlement of the current impasse, can you give us some idea of how you see things going? Have things improved since your visit here in January? Have things got worse or are they in suspended animation? Where are we at?

Dr. Jones: I will make a start on that and then perhaps Dr. Shapiro would like to add to it. I wrote on January 29 and it was not until March 10 that we had a reply. That reply, by the way, is attached to your documentation. Dr. Shapiro will correct me if my reading is wrong; it is difficult to know what is going on in the minds of board members. I had the feeling that the board was particularly distressed by--I do not know what adjective to use to describe it--the fixed position. That is the chief reason the board referred the letter to the executive committee and to the OISE status committee, which is a committee of the board.

I felt the board did not want to get into another reply by letter setting out our conditions. My goodness, we would be writing letters and going nowhere; it took nearly two months to get to this point.

Dr. Shapiro, would you agree with me that the board's desire was to get out of the letter-writing mode and to try to have a meeting to see whether there was any common ground whatever? All I can add is that there appeared to be a glimmer of light.

As both of us have said, both today and previously, our strength is a moral strength based on the strength of the institution. Moral strength, as all of us know and as I said to you at the last hearing, does not count for much when one is into hard discussions with, in our case, a \$27-million budget at stake. So now, that, in my experience at least, does not count for a lot.

4:30 p.m.

Dr. Shapiro: That characterizes the response of the board exactly as I perceived it. I think the distance we have gone between January and now is simply nil. That does not mean there will not be opportunities as the next weeks unfold, because there might well be. One continues to try to be optimistic about this, look for new openings and find new possibilities, reports of various kinds or meetings of various kinds. We continue to pursue them whenever the opportunity makes itself available. Whatever happens on that ground, I think the appropriate action for this committee is unchanged. It is important for the future of the institute and for the future of the province that the institute be put on a stable basis, appropriate to its function. Once that is accomplished, all kinds of things will suddenly become possible because then you will be negotiating with a partner, not listening to marching directions. That is the context appropriate for the future.

Mr. McFadden: To ask my final question at this stage, we have had three or four letters passed since January. From my reading of the letters, you are more or less at an impasse at this moment. Our committee is going to have to present to the House in due course a report with some recommendations,

presumably to the Legislature and through the Legislature to the people of Ontario, on what is to happen here. Do you believe the report of this committee could be helpful in your discussion? Dr. Jones said you have only moral authority on your side. I have often thought that historically, moral authority has been a very useful weapon in most democratic societies. I am wondering whether, for example, the strength of this legislative committee might help along that moral authority.

Dr. Jones: I agree completely with Mr. McFadden on that. If I have had sleepless nights on this issue, it is because of the horror of thinking that strong moral authority is not going to be successful. I do not know how I personally could cope with what I consider a wrong being done. The committee can help in the way we have suggested. Dr. Shapiro has suggested that we could try to get a three-party recommendation, preferably on degree-granting status and on the Treasurer not pursuing the policy, if it is difficult to have him withdraw it. As you see in paragraph 2 of Dr. Connell's letter of March 10, Dr. Connell--in that letter at least; this is why I was heartened today--is quite critical of the board and states our position is in direct conflict with the stated policy of the government.

The board is not being irresponsible. The board members are named and frequently elected by their constituent bodies. They are presented to the government and are appointed by the Lieutenant Governor in Council. They are not simply a group of people who come into a meeting, put their brains in their briefcases or wherever and participate in a nonuseful discussion. That is the horror of the current situation.

Yes, we hope three-party recommendations will come forward from the committee. That would go a long way, perhaps all the way, towards bringing a nasty situation to an end.

Dr. Shapiro has stressed the question of stability, and we have stressed that each time; we stressed it in the two meetings we had with the Treasurer, the last one in January. As you know--you made reference to it yourself--our policies call for the chairman of the board to chair the search committee. We are about to enter into a very difficult process to find a new director within the context of the current situation. One does not have to spell out the difficulties of that situation. It is simply not going to be an attractive post to anyone.

Mr. Allen: I am delighted, as are other members of the committee, to hear the preliminary remarks of both the chairman of the board and the director of the institute. I have felt, since we began our hearings on Bill 30 last year, that this process of more open committee consultation and travel is something that can do only good things for the legislative process and for politics in Ontario. I hope it produces not only good feelings but also results.

This leads me to my first question about matters of the timetable. You have just referred to some difficult procedures you are becoming involved in. Can you give us some sense of timing with respect to our report? Is it going to be unusually useful for you to have this within the next two weeks or is there another time at which it might better appear on the horizon? Do you have any sense in that regard?

Dr. Jones: I am not sure what words Dr. Shapiro used, but it was sooner rather than later. One of the first things the search committee is going to have to do is make decisions within the context of the current

situation. We have a very democratic process and it takes approximately six weeks for the members of the search committee to be selected. We hope within the next two weeks to have the first meeting of that committee. If I had my wishes, I would like us to be in a stable situation at the time of that first committee meeting so that the search committee could decide on the kind of search it wants to conduct, given the situation. If we are in a stable situation, it will be an entirely different search than if we are in an unstable situation. Does that help you?

Mr. Allen: Somewhat. Can either of you tell us whether your sense is that Dr. Connell is prepared to move reasonably quickly at this point in discussions or whether there is a disposition to delay for another year and another dispensation?

4:40 p.m.

Dr. Jones: I do not think we know the answer to that. All we do know is what I said earlier. It is not a criticism of U of T nor is it a criticism of President Connell. It is simply a large institution compared to the size of our institution. We have had at least five board meetings, including two special ones, since the Treasurer's policy was announced; we can move pretty quickly. It is not a reflection on Dr. Connell; it is not a reflection on U of T; it is a reflection on a large institution.

I am not sanguine about their being able to move quickly. The president has both the strength and weakness, as you heard this morning, of being able to make administrative decisions and to make recommendations to the governing council. It is quite the reverse of our situation, where the director may do a lot of exploration, but the board is going to make the decision on what the institute's policy is going to be. Those two different structures present an obstacle to anything moving very quickly.

Mr. Allen: My third question is an extension of those. We pressed the president fairly hard this morning on the need to move out of the context of the original statement of the Treasurer, in so far as that is possible, in setting the agenda and the framework for discussion. I sensed a bit of movement there.

Did you sense that as well? In response to the chairman's question, there was the statement that he was functioning more from the basis of Marsden than from Nixon at this point. Dr. Shapiro, is it also your sense that we are beginning to get into a somewhat more flexible state of mind and a better context in which to pursue these objectives?

Dr. Shapiro: As you heard earlier this morning, I met with the president yesterday. That was the sense I took away from the meeting. I hesitate to say more than that because one meeting cannot produce more. We will see now that develops as we go along.

Dr. Jones: I wrote down what he said this morning. I am sure I have every word. He said he was not trying to implement government policy but he was also not trying to exclude it. Quite frankly, that poses a problem for the OISE board and puts a severe restriction on any discussions.

Mr. Allen: We have indicated we feel that very strongly. That leads me to ask whether there are any hints emanating from any government source with respect to your second point, Dr. Shapiro; namely, that the present transfer proposal be withdrawn. Is there any further indication of softening beyond the simple suspension of the date and removing the matter for a year?

Dr. Shapiro: Not to my knowledge.

Dr. Jones: Mr. Chairman, you should know that about 10 days ago, given the basis of the current instability of the institute, I wrote to the Premier--I do not have a copy of the letter--asking him to meet with the chairman and the vice-chairman to discuss that issue. I do not have a response from him yet. I am not sure why, but he has other things that are just as important or more so than OISE. In fairness, I have not been pursuing that meeting in view of today's meeting. I understand you are also sitting on Thursday. Following that, I may pursue that meeting with some vigour.

Mr. Allen: As this is the last opportunity to ask questions, I am not entirely sure that all members of the committee are equally aware of the significance of degree-granting status. Could you sketch the implications that has for the institution and for its relationships now and in the future with the U of T or any other university?

Dr. Shapiro: That is a very large question. I do not think you want to sit here and listen to the complete answer, but I will try to give some indication of why it is so critical. It is partly related to the needs of students as they approach an institution and partly to the province's funding mechanisms for institutions of higher education.

To take the latter first, revenue is generated for institutions of higher education in Ontario, which are supported by the public purse, by the so-called basic income unit system. It is basically an enrolment-driven formula that allocates the amount the government has decided to spend on higher education. It is a very complex formula with other things in it besides enrolment. The kind of student, that is, the program the student is in, makes a difference. There are various kinds of special arrangements, but it is basically a student-driven formula. If you have no students studying for degrees, you have no income, so it is important that the students at OISE or the U of T or any other provincial institution be there for that purpose.

It is also important from the students' point of view. It is not that the content of the program changes whether or not they get a degree at the end of it, because we could give the same program and not offer the degree. It would not have the same incentive structure, since degrees are part of a recognized and very complex system of credentials in society. It is a way for people to approach that system and the world of work. An institution that wishes to include graduate study, research and field development cannot do so unless it can offer degrees.

The institute is able to manage because it has the affiliation arrangement with the University of Toronto. It could not exist in anything like its current form if it did not have either the ability to grant degrees itself or an affiliation with other universities so its degrees could be granted, and also so revenue could be generated and students could find the appropriate incentive structure already in place.

The reason for arguing for independent degree-granting status is not only in order to grant one's own degrees. One need not apologize for University of Toronto degrees, which are perfectly good degrees. It is not simply that, but, as I said in my remarks and the chairman mentioned as well, it is to try to introduce some better sense of real negotiation between the two sides. It is very hard to conduct negotiations when you know that if they are not successful, at the end of the next year you will not be able to admit

another student. That does create a certain imbalance in the situation, nowever desirable the affiliation. I believe it is very desirable.

That is the only quick response I can give. There are a lot more complicated parts to it.

Mr. Allen: It is the most succinct one I have ever heard, very direct and to the point. Given that kind of status and given a point that is subsumed in the last point in the letter Dr. Jones worked us through--namely, to secure a joint commitment to a more substantial relationship with the faculty of education at the University of Toronto--one of the very frustrating aspects of this whole inquiry has been the difficulty of getting any very substantial discussion or description of the ends and objectives and any terms that the University of Toronto has in mind.

Can you help us as a result of your encounters with the president and the other players in the debate at the university? What is their sense of that objective, and how well does that meet with what you mean when you talk about a joint commitment to a more substantial relationship with FEUT?

Dr. Shapiro: I do not want to characterize the university's views. I can give you my sense of them, but I cannot tell you what they are. I can only tell you how they appear to me. If you are satisfied with that, I do not mind providing that kind of perspective.

Mr. Allen: Everything helps.

Dr. Shapiro: As I said earlier in my remarks, I am operating on an assumption that I believe to be valid, that all parties to this debate have good motives. I did not mean to be snide. I meant what I said. I believe that people believe they themselves have a policy in hand that would be of some value, not only to their own view of the world but also to the future of education in Ontario.

4:50 p.m.

My sense relative to the relationship between the faculty of education and the institute from the university's point of view is that, for very complex reasons, FEUT has not developed in the model that the university understands itself to be promoting. That is, every institution has a vision of itself, sometimes more coherent, sometimes less. The vision the university has of itself is that it is a very complex institution of higher learning, combining in each of its divisions a commitment to both teaching and research.

For reasons that are very complex and not one-sided that vision has not materialized at the faculty of education. As the universities began to think about the future of that faculty--and you just have take a look at the governing council's own response to the faculty's planning document, which is now about three years old--they feel that something therefore needs to happen, that development in this area is important.

The only solution that comes to hand, short of a massive and very long-term infusion of new resources, is to somenow bring the faculty and the institute into a closer relationship, so that over time--nothing would happen in the first instance--something synergistic might develop. It is not at all clear that it will. That is a risk which will have to be taken. There are all kinds of examples where that has not worked, but it is a good idea and has

possibilities. That is what they have in mind when they talk about this kind of arrangement.

All kinds of other suggestions are given from time to time. One had to do with the university not being aesthetically pleased with the size of the institute. It simply got too much for a field such as education which is not, after all, academically nearly as respectable and nearly as well thought of in general as other fields. That is a statement of fact. It is neither pleasant nor even appropriate, but it is true. Another suggestion is that the university is really interested in getting the institute to live in the 1980s; in other words, to get it to operate on a budget much lower than its current budget because its money can be used more productively for something else.

Those are the things one hears. I have had no suggestion, in my views of the university, that either of them is true. I am operating on the assumption they are not.

Mr. Allen: In speaking from the perspective, as you sense it, of the university for the future relationship, how does your observation relate to the point at the end of Dr. Jones's letter which refers to a joint commitment to a more substantial relationship with FEUT from your side? Is there a difference in that concept?

Dr. Shapiro: There is a difference. From the institute's point of view, as you have heard over and over again and have seen from the point of view of other people as well, we see ourselves as having succeeded. That does not mean to say there is nothing further we could ever do that would make matters better. That would be silly.

We do see ourselves as having succeeded and, therefore, we are somewhat reluctant to undertake major shifts of organization and admission as we wonder about the effect that will have on the formula for success. We are a little more hesitant and, in our more patronizing modes, we tend to say, "We are being asked to rescue someone else's operation." That is quite unfair to the faculty of education which has seen itself on quite a different mission than the one the university has in mind. Success is dependent on mission; it is not a question of what has actually been achieved.

Nevertheless, from the institute's point of view, there are some real potential advantages to be gained by a closer association with the faculty of education. They relate partly to something I mentioned earlier, that is, the importance we attach to the interaction with the practising profession as a way not only of being of service to them but also of coming to know more interestingly what we are about, in the way new knowledge is generated in the reverse direction, from them to us rather than from us to them. Since that is important, involvement in teacher education in a significant way should enrich that much more than has been possible up to now.

In addition, an appropriate arrangement with the faculty of education would enable us to do something we are completely unable to do now. The institute is, without question, the premier research institution of its type in Canada. There is nothing else that even comes close. We cannot provide any training ground for young Canadian PhDs, that is, young Canadians who have just finished their doctoral program. We should normally have a role to play in the initial training of those people as faculty members, after which they might stay at the institute or go on to other Canadian faculties of one kind or another.

Since we have only a graduate program, recent PhD students generally are not eligible for membership in the University of Toronto School of Graduate Studies. I understand that. I am not complaining about the school's criteria for membership, but I am saying that since we have no undergraduate activity for them, we can only hire already established people. That makes it very difficult to fulfil our obligation to the training of Canadians, other than in the degree program itself. An arrangement with the faculty would provide for that in a much more adequate way.

Those are just two examples of the advantages, if they could be appropriately managed.

Dr. Jones: Incidentally, that has been our position since the December 10 meeting. That is not something the board has come up with in the last few weeks.

Ms. Bryden: There has been a lot of discussion about what kind of negotiations might be entered into but it has been a bit confusing, rather like a pas de deux, a pas de trois or a pas de quatre. There is the exchange of correspondence between Dr. Connell, the OISE board, Dr. Shapiro and the Treasurer. I want to establish exactly what the bottom line is for the negotiations. What subjects will be discussed? What is the policy of OISE on what subjects will definitely be or not be on the table?

For example, from the resolutions of the board of governors in December and subsequent responses to letters from the Treasurer and Dr. Connell, the following are what I see as the four bottom-line items. I would like confirmation or discussion of these. I am speaking to Dr. Jones. Then I will ask Dr. Shapiro if he agrees.

First, I gather degree-granting power is pretty essential to the board of governors' position. They want that as one of the priorities, not necessarily to result from the negotiations, but degree-granting power is definitely sought.

Dr. Jones: Yes. That is from the January 28 meeting.

Ms. Bryden: If OISE had degree-granting power, do you think that might end the period of instability and uncertainty, which is highly desirable as we approach the new term? Negotiations between the U of T and OISE for some arrangement to enhance their programs together could still go on after that was granted.

Dr. Jones: It would go a long way to removing our current instability. We would at least have that authority and we would be sure of carrying on. We would not have to worry about whether the affiliation agreement was extended. As you know, it is extended to June 30, 1987. We would not have to worry about the extension beyond that.

Ms. Bryden: Second, I gather the maintenance of OISE as an independent body is part of the bottom line.

Dr. Jones: Yes. You pursued that today. Having its own board is important, given the nature of the institution and the bodies that send representatives to the board.

Ms. Bryden: Third, a new and more substantial relationship between FEUT and OISE is one of the requirements for a successful negotiation.

5 p.m.

Dr. Jones: That is something we are prepared to do, but it is also fair to say we are not prepared to give up the other points you have named to achieve that. That is our reaching out, not only for purposes of negotiation but also to make the institute a more substantial organization, as Dr. Shapiro has said. He cited the example of graduates not having a place to teach in order to qualify for the U of T graduate school.

Ms. Bryden: Fourth, if you pursue affiliation instead of the degree-granting power, you will want a long-term affiliation. If so, what do you call long term?

Dr. Jones: We have had a lot of numbers bandied about. To be fair and not extreme, we need a minimum of 10 years in order to establish something without having to worry about that negotiation, because it does take a long time. If it were 10 years, perhaps at the end of the fifth or sixth year there would be ample time to go beyond the 10-year period, given the speed at which things seem to move in these large institutions.

Ms. Bryden: There are two other items that appear to be part of the board's bottom line when one reads the resolutions, but I do not know whether they are explicitly stated. Would you consider them essential? One is retention of fiscal autonomy, control of your own budget.

Dr. Jones: Yes.

Ms. Bryden: The second is programmatic autonomy.

Dr. Jones: Yes.

Ms. Bryden: Those are six bottom-line points. Do you think those can be reached through negotiation if the two routes suggested by Dr. Connell are pursued? In other words, one of them includes a discussion based on the present provincial policy and ultimate compliance with that policy.

Dr. Jones: As I responded to Mr. Allen, I see that as a particular difficulty. I have his exact quote. He indicated he was not trying to implement government policy, but he was also not trying to exclude it. That position or attitude would provide a major stumbling block.

Ms. Bryden: I guess that is why the OISE board has said it is willing to negotiate on that point as well as all the others I have mentioned, but it is only willing to negotiate route one, either considering the government's policy or producing some arrangement that might induce the Treasurer to change his policy.

Mr. Jones: Yes.

Ms. Bryden: Those are the terms of the negotiations. I would like to ask Dr. Shapiro whether he believes we have put the bottom line correctly.

Dr. Shapiro: Almost correctly, but not quite. I agree with almost everything you said, but not quite. At one point, you said "instead of degree-granting power" and you went on to talk about affiliation. We do not regard those two as mutually exclusive. One might have degree-granting power and seek affiliation at the same time, because of the subsequent advantages it brings as opposed to the logistical advantages.

The second thing I wanted to point out was that the institute does not have what you might call program autonomy at the moment. Since University of Toronto degrees are given, all our programs are subject, in this case, to the authority of the School of Graduate Studies to approve programs for all parts of the university, of which OISE is one. That is a condition that would continue to exist under any mode of affiliation and one at which I believe the board is willing to look.

Ms. Bryden: I agree there could certainly be an affiliation agreement, not based on degree-granting power but on sharing of the development of the faculty of education or of undergraduate and graduate level education. Would either of you consider it part of the negotiations to request that the funds needed for enhancing the faculty of education and developing new co-operative arrangements that would be mutually beneficial should come from a greater allocation of the revenue the faculty of education generates from the University of Toronto, or from the Treasurer, or from both? Where will the money come from that will be needed to achieve that enhancement?

Dr. Shapiro: In the previous negotiations we had with the university, we made both suggestions. The university certainly agreed with us relative to the provincial Treasury. It was not quite so clear that we would find agreement on the other ground.

Ms. Bryden: Would Dr. Jones care to comment on that? Should that be an integral part of the negotiations, suggesting that the University of Toronto might consider allocating some of its revenue that is not being spent?

Dr. Jones: I do not think we can avoid that.

Ms. Bryden: That is their prerogative, but you will admit it will be a problem where to find additional money.

Dr. Jones: It is a serious problem, given the information that the committee has received. I do not want to get into the model building, but it is quite clear that arm of the university generates far more income than is returned to it for its expenditures. It is a major problem and would be a major problem.

Ms. Bryden: Does your board consider that the report of the subcommittee of the joint economic council is on the table for negotiations since it has been published, or does the fact that it has not been dealt with by the board or passed by the board remove it from the negotiations? What is the status of that report in the negotiations?

Dr. Jones: I referred to that earlier and tried to make clear to the committee that the report was prepared by a committee of the joint council on education of the University of Toronto and the Ontario Institute for Studies in Education. The interim report is intended as a discussion paper for members of the faculty of education, the University of Toronto, OISE, the U of T government and other interested parties. There is no misrepresentation on the face of that report.

The status of OISE committee has the report and it has struck a subcommittee to look at it, but there has been no recommendation made to the OISE status committee, the executive committee or the board of governors; so the answer to your question is that as chairman, and I am sure my board would agree with me, I do not see it as being any part of any discussions at the current time.

Ms. Bryden: The public may or may not be aware of the makeup of the joint economic committee. OISE has one third of the 15 representatives on it. Is that correct?

Dr. Shapiro: It is almost correct. It is six out of 15.

Ms. Bryden: It is a nine-to-six body, which would not necessarily consider OISE's interest or it might be outvoted on it. I think they should be very cautious about using that support.

Dr. Jones: In any event, any report would have to come to our board.

Dr. Shapiro: I have to add, in fairness to the joint council on education, at least in my experience with the council over the past several years, no one has tried to manipulate numerical majorities in order to achieve a recommendation that is then imposed on the people who did not vote for it. It is an advisory body to begin with and it has generally made a real effort to meet the needs of what it sees as a variety of constituents involved. Nevertheless, I think your point is well taken and has to be kept in mind.

Ms. Bryden: I know the hour is getting late, but I think we have a much clearer view of the basis on which an attempt will be made to enter into negotiations with the University of Toronto either for an affiliation agreement including degree-granting power or, in case degree-granting power is achieved, one that would not include it. Do you think the president of the University of Toronto is willing to set aside the question of transfer while these negotiations are going on, and how long will they take?

Dr. Jones: We really cannot answer that question. The president would have to speak for himself.

5:10 p.m.

Ms. Bryden: As a committee, we probably should recommend the degree-granting power. I think OISE has earned it. That would certainly be a big step towards facilitating the atmosphere for the carrying on of negotiations, and I think that is terribly important. I am glad that is still on your agenda. As the sponsor of the private member's bill, naturally I would like to see it passed by the Legislature.

Mr. Chairman: End of commercial.

Mr. Henderson: I believe I can be brief. I do not think these questions will take long. I want to make sure I understand a few things correctly. Did I understand correctly from some comments Dr. Shapiro made earlier that the OISE is funded by the Ministry of Education, whereas other universities are funded by the Ministry of Colleges and Universities?

Dr. Shapiro: No, that is not the case. Each act that creates and establishes an institution of higher education in the province has a ministry to which it is responsible specifically. In all cases except OISE, it is the Ministry of Colleges and Universities. In the OISE case, it is the Ministry of Education. However, the funding for OISE comes through the regular route of the Ministry of Colleges and Universities and it is funded on the same basis as all the other institutions of higher education in the province.

Mr. Henderson: A different ministry takes an interest in it than funds it.

Dr. Shapiro: Exactly. It is also the case that OISE receives from the Ministry of Education what we refer to as a block or a transfer grant each year, relative to funding of projects in applied research, but that is a different matter from the mainstream of funding, which comes from the Ministry of Colleges and Universities.

Mr. Henderson: Does that separation of funding and the overseeing function create problems, or not necessarily?

Dr. Shapiro: It seems to me that it has not created any problems.

Mr. Henderson: For clarification, did I understand correctly from what you said a little while ago, if you were able to write the prescription for where we go from here, again all other things being equal, which they never are, but ideally, you would look for affiliation with a university that would not necessarily be the University of Toronto, or should I assume that?

Dr. Shapiro: What I said, or at least what I intended--and perhaps did not say it very carefully; I do not know--was I think that relative to the affiliation model, our first preference is the University of Toronto. What we would like to achieve within the affiliation model is a continued relationship with the University of Toronto. If for some reason that turns out not to be possible, then we will consider other possibilities.

Mr. Henderson: But you do feel there should be an affiliation, that you would not like to drop the idea.

Dr. Shapiro: Yes, I feel there should be an affiliation, but I want to be careful to say that I think it should be in addition to degree-granting powers, not instead of.

Mr. Henderson: That was going to be my supplementary. You do feel OISE should have its own degree-granting powers.

Dr. Shapiro: That is right. Otherwise, the notion that one is carrying on a negotiation is a very flimsy notion indeed.

Mr. Henderson: But it then becomes, in effect, a university, does it not, and then we are talking about an affiliation between two universities?

Dr. Shapiro: That seems to me altogether reasonable.

Mr. Henderson: I am not saying it is not. It is an interesting idea. There has been an idea or two kicked around a bit of OISE and other smaller degree-granting universities kind of amalgamating or affiliating very closely. Do you want to comment on that?

Dr. Shapiro: I cannot say I have thought it through very clearly, but I will give you my initial response to the idea. I do not think it is a very good one. I meant what I said when I thought the institute had two very important assets. One of those was its small size. The other was its special focus. Putting groups together like that creates the opposite. It creates larger size without any compensating benefits, it seems to me.

It does not seem to me that the frequently mentioned economies of scale are present. They are there in everybody's mind theoretically, but they do not seem to exist very convincingly in practice. What seems to happen in practice is that additional layers of administration get instituted in order to

co-ordinate all these activities and, in my experience, you do not end up doing something sensible for the province, which is to conserve its scarce resources.

Mr. Henderson: To affiliate OISE very closely with, say, two of the smaller universities in the province, you would still end up with something much smaller than affiliating OISE with the University of Toronto.

Dr. Shapiro: Yes, but it is also much more diffuse, much more difficult to set priorities, much more difficult to decide how to spend your money, much more difficult to operate in a way that is not distracting. I think the great danger in the administration of universities is that you will add yourself to death. You keep making small decisions that cancel out each other in retrospect, because you cannot--

Mr. Henderson: In government also, incidentally.

Dr. Shapiro: You can speak for government perhaps.

Mr. Henderson: I meant government in a diffuse sense.

Dr. Shapiro: I understand. The secret, if you can do it, is to figure out where you want to go so that each small decision that your resources enable you to take moves you off in the same direction. That is very much easier when the institution is focused than it is when it is not. It is not that we do not have our own political wars inside the institute about who should get how much of this, that or the next thing, because we do. Nevertheless, in an overall sense we are clear about where we are going.

Mr. Henderson: My final comment is just a comment. The thing about OISE that I have come to appreciate over a few years of knowing something about it, and I have not been close to OISE, is its reputation for an administrative style, flexibility and a kind of humanity and caring attitude about its students that does not always characterize larger universities. It seems to me, whatever direction this all goes, it would be important that this administrative style or *modus operandi* be preserved somehow. That is why I was reaching for the notion of an affiliation with a smaller university. Maybe that is not the best way to go.

Mr. Chairman: Dr. Shapiro would probably like to conclude this item before he gets the opportunity to speak for the government, but that may not happen.

On Thursday morning at nine o'clock, we will be hearing from the Minister of Education (Mr. Conway) and at two from the Treasurer (Mr. Nixon). I presume we will schedule the Minister of Colleges and Universities (Mr. Sorbara) on the first day that we are allowed to sit after the House returns, provided we can get him. As far as the OISE hearings are concerned, that should be the schedule. I am not sure when we will finish, but I do not think it will be within a couple of weeks, as Dr. Allen suggested it might be. I notice he has been stretching it a little further each time we meet.

Thank you for your presentation today. The committee will meet again on Thursday.

Dr. Jones: Thank you, Mr. Chairman. I will not repeat my initial remarks at the risk of further embarrassing you.

Mr. Chairman: I think they are indelibly imprinted at this point. We will send you a bill for public relations.

The committee adjourned at 5:18 p.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85

THURSDAY, APRIL 17, 1986

Morning Sitting



STANDING COMMITTEE ON GENERAL GOVERNMENT

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Substitutions:

Allen, R. (Hamilton West NDP) for Mr. Pouliot

Bryden, M. H. (Beaches-Woodbine NDP) for Mr. Swart

Epp, H. A. (Waterloo North L) for Mr. Poirier

McFadden, D. J. (Eglinton PC) for Mr. Guindon

South, L. (Frontenac-Addington L) for Mr. Knight

Clerk: Deller, D.

Staff:

Gardner, Dr. R. J. L., Assistant Chief, Legislative Research Service

Witness:

From the Ministry of Education:

Conway, Hon. S. G., Minister of Education (Renfrew North L)

LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON GENERAL GOVERNMENT

Thursday, April 17, 1986

The committee met at 9:09 a.m. in committee room 1.

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85
(continued)

Mr. Chairman: I am sure the minister has a tight schedule, so we will commence. If everybody will speak up, we can probably leave the window open and let the fresh air in.

We are here, as the minister knows, because the Ontario Institute for Studies in Education annual report was referred to us and because of the three lines that the Treasurer (Mr. Nixon) put in his last budget: "As a step towards eliminating duplication in the public sector, the government will transfer the Ontario Institute for Studies in Education to the University of Toronto."

We have now heard and received about 130 submissions, the bulk of which are in opposition to the statement contained in the Treasurer's budget. We wanted to talk to you, to the Minister of Colleges and Universities (Mr. Sorbara) and to the Treasurer. We will be talking to the Treasurer later today.

Before we commence with any line of questioning, I understand you might wish to say a few words.

Hon. Mr. Conway: Yes, Mr. Chairman. First of all, I thank you for the invitation to come and be with you on a subject that I know you have been working very diligently with during the past days and weeks.

I wanted at the outset to give some indication of my perspective with regard to the institute. As Minister of Education I feel very strongly that we have at the Ontario Institute for Studies in Education a very fine and internationally ranked educational facility and capacity, and I do not think there is any question about that. The organizational structure, and particularly the relationship between the institute and the University of Toronto, has been a subject of ongoing dialogue, as I am sure you have heard, and perhaps we will have the opportunity to talk about that more specifically through questions.

In my capacity as Minister of Education I have made it very clear to the OISE board and to others that I have been very impressed by the work the institute has done. I have been around this Legislature almost 11 years; I know something of the debate that has attached to the institute over the years. I note that a number of changes have taken place in the natural evolution of things.

I have been quick to point out on a number of occasions, and I want to do so again this morning, that from the point of view of the Ministry of Education in Ontario, we have some very specific objectives that we hope to see realized at the institute. It is for those reasons that we fund, through a block grant, certain of the institute's activities. As I can certainly tell you, the institute has also competed for what is a substantial amount of

Ministry of Education contractual research dollars. Moreover, it is important for me to say that the field research and activity that the institute has undertaken over the years and throughout all of Ontario is something about which the education community, including the minister, feels quite positively, and I want to leave no doubt about that.

I will take this opportunity to indicate simply, because I may not have a better opportunity, that I was distressed to read in the Globe and Mail of March 19, 1986, an article without byline that commented upon the appointment of the current director of the institute, Dr. Bernard Shapiro, as the new Deputy Minister of Education in Ontario. As I recall, the article went on to say, among other things, that this appointment confirmed the provincial government's commitment to dismantling the Ontario Institute for Studies in Education and to continuing the institute's forced marriage with the University of Toronto. I think that fairly represents the article in the Globe and Mail of March 19.

I want simply to say in the clearest and most categorical terms that this is not true; it is not the case. The Premier (Mr. Peterson) made it very clear in the announcement of the appointment of Dr. Shapiro to the position of Deputy Minister of Education, effective July 1, 1986, that it was Dr. Shapiro's outstanding background and qualifications that have brought him to that new responsibility and that it ought in no way to be construed as a comment upon the activities as between the institute and the faculty of education at the University of Toronto. I wanted to take this opportunity this morning to state in the clearest possible terms how that unattributed article in the Globe and Mail of March 19, 1986, is simply not accurate.

Having said that, perhaps I should conclude simply by saying that I recognize that, as a result of the Treasurer's October 1985 budget, there has been a very active debate about the future of the institute. I personally think that, given what has taken place at the institute and on the other side of Bloor Street during the past number of years, there is no question that there is an opportunity to consider seriously the relationship between the institute and the faculty of education at the University of Toronto.

The Treasurer has made his position clear. He will be here this afternoon to speak to it. I feel very strongly that we can move forward in a way that strengthens both the institute and the faculty at the University of Toronto. I recognize, because I have been in politics long enough to know, that change always brings with it a concern and a measure of uncertainty. However, I note as well the discussions that have taken place at the institute and at the University of Toronto during the past decade about how a closer relationship might be effected to strengthen both the institute and the faculty. You have undoubtedly had the opportunity to consider what the Marsden committee was about three or four years ago, one of the activities that looked at a way of strengthening the relationship between the institute and the faculty.

I feel confident that we can work in a way that will be in the interests not only of the institute and the faculty but also of the education community in this province, which they both have served well and seek to serve even more effectively in the years ahead.

Having said that, I will happily retire for questions.

Mr. Allen: I hope I can be heard through the amplification system we have at hand, and I hope my voice will hold out. If it does not, I am sure the committee will not regret that greatly.

Perhaps the place to begin is with your own direct relationship with OISE in terms of the research you commission there and for which you transfer something on the order of \$2.1 million annually. I note in a first instance that you have certain priorities, areas that you work with: for example, projects concerning the improvement of teaching and learning; research services, interpretation and dissemination of research findings; development of support in methodological materials in English as a second language, French as a second language, heritage languages and modern languages; projects related to student and program assessment; projects to assist local school boards in the area of special education; projects that identify and assist the special needs of French-language schools and French-language units of instruction; projects related to the nature and needs of school leavers and graduates of all levels; projects that assist agencies such as school boards engaged in adult and continuing education in meeting the educational needs of adults. The annual reports of OISE catalogue in detail the ways in which these are fleshed out year by year in very specific research projects.

I want to ask you whether you have any reservations at all with respect to the quality, the extent and the range of capacity of OISE as a research institution serving the ministry.

Hon. Mr. Conway: It is quite fair to say that the experience over the years has been--and again, I am relatively new in my responsibility and I do not want anyone to misunderstand that reality--that from the ministry's point of view there is a very high degree of confidence in the relationship between the ministry and the institute and in the work that has been done at the institute in so far as the ministry's objectives are concerned. The setting of those research themes has been worked out together over the years, I understand.

Mr. Allen: The overall budget of the institution is some \$28 million. You administer a major budget on behalf of education in the province as a whole, and of course OISE serves in various ways not only the elementary and secondary area but in some respects also the post-secondary area, which is beyond your own ministry. One could say that, as a major research institution, it services broadly at the elementary and secondary levels budgets across the province, yours and the school boards' combined, that run to on the order of \$5 billion to \$6 billion.

Hon. Mr. Conway: Just off the top of my head, we are spending now for elementary and secondary school purposes in the province, local and provincial shares taken together, about \$6.8 billion.

9:20 a.m.

Mr. Allen: All right. Then you move to the post-secondary. We are talking about in excess of \$8 billion--\$8.5 billion.

In your estimation, or in your ministry's estimation, is \$28 million too much to expend on research and graduate training to service that sector of undertaking and that scale of undertaking in the province?

Hon. Mr. Conway: That is quite an interesting question. I do not sense that from the ministry's point of view--that is, from the Ministry of Education's point of view, which is really all I am competent to speak to here this morning--the allocation is inappropriate. As I say, we have specific objectives, which you highlighted in your previous question, that we would like to see met. From our point of view in the Ministry of Education, we are

quite pleased with the results that have been achieved as a result of that expenditure, and I think it is important for me to say that in my rather extensive travels during the past year in just about all parts of the province as Minister of Education, it has been made very clear to me by the education community that it is pleased particularly, from our point of view, with the field activity that has been undertaken by the institute.

Mr. Allen: From your point of view, does OISE as an institution duplicate in the range of its activities the services and activities of any other institution you are related to in any similar ways?

Hon. Mr. Conway: From the point of view of the Ministry of Education, we have a very particular relationship with the institute. We allocate a block grant, added to which is the contractual research. On the contractual research account, for example, it is a competition. The institute joins a lot of other players in that community to compete for those dollars, and it has competed very successfully.

From the point of view of the Ministry of Education, we see some very specific things that the institute does that very much complement what others in the ministry and in the education community are about and are doing.

Again, there is no question, as was made very clear in the Marsden report, that this is not to say there is not an opportunity to effect a closer and better relationship between the institute and the faculty. It is quite clear, as I presume it has been made clear to you, that there are aspects of the individual mandates of the institute and of the faculty that need to be improved and strengthened. Every period for the renewal of the affiliation between the two brings these issues forward. I do not want to leave any impression that we ought to rest content with the status quo, and I do not sense, quite frankly, that at either the institute or the faculty there is a willingness to maintain the status quo. The genius of this whole debate, obviously, is going to be finding a way that brings about an improved relationship. I think that can and will be done, in the interests of both the faculty and the institute.

Mr. Allen: I do not think the question of whether the status quo should be maintained precisely and exactly is necessarily the essence of the debate we are concerned with at the moment, although we are clearly concerned with the improvements that can be developed vis-à-vis the two institutions. What I am trying to elicit from you is your ministry's own reflections on OISE's performance in relation to you and in relation to the field for which you are responsible as the minister and to get another reading on some of the things we heard.

In the field, for example, have you from your perspective any reason to doubt the testimony we received by smaller and larger boards of education around the province, both centrally located and otherwise, that OISE in the way it is structured is uniquely able to facilitate their work in the kind of mix of research, graduate education and field responsibilities that is quite unlike that of any other institute or academic operation that functions out of Ontario's universities? Does that mix appear to you to be critical to OISE's success in the field?

Hon. Mr. Conway: It is difficult for me at this point in my tenure as Minister of Education, to be quite frank, to bring a very strong comparative analysis in response to that question. But let me be clear: I have no reason to doubt at all what I am hearing from the education community, and that is that in the area of field activity, the institute does some very fine work.

Mr. Allen: They have told us that what is done through those field services and from OISE itself, the central body, which is mediated through the field services in many respects, is what makes it possible to maintain equality of educational opportunity in a broad sense across the province in terms of the capacity of local boards to apply the ministry's changing curriculum guidelines and mandates in the field. From your perspective is there any reason we should doubt that?

Hon. Mr. Conway: I have to repeat that, on the basis of a lot of discussion with the education community--I am thinking now particularly of the north and the east--it has been made very clear to me in the north that there is a very high regard within the education community for the field work that the institute has done.

But again, having said all that and having recognized that this is an institute with a very fine reputation and a very large budget, this is not to say that other changes cannot take place in a way that protects the strength of the institute. I repeat, and I am sure the Treasurer will say this when he is with you later today, that the genius of this whole dialogue must surely be to find a better way to relate the institute to the university, both of which have made it very clear they want some changes. The faculty of education at the University of Toronto is anxious to strengthen its situation, and the institute, of course, has long-standing concerns about its ability to do certain things or its inability to do others.

Mr. Allen: Let us sharpen the issue, then. The question we are concerned with is not simply whether OISE can be somewhat improved, whether the faculty of education at the University of Toronto can be somewhat improved or whether the relationship between them can be somewhat improved. The question that is before us, surely, is whether an initiative from the government of which you are a part, which has set those terms with regard to a merger, is what can accomplish that particular objective, or whether it is not better to withdraw from that approach to the one you yourself are now suggesting, which is to explore the possibilities of improvements in more general terms.

My question to you is whether you do not think even President Connell is not right when he is reluctant to give us any assurances about the future of OISE within the University of Toronto, given the financial circumstances of the institution, which he has described to us quite graphically, and given the fact that within that institution the order of the day now is closure, modification and reduction of services, institutes and faculties; and whether one could expect that the merger route which has been charted by the Treasurer holds any real hope of accomplishing anything but the reduction and serious alteration and damaging of OISE in the process of that kind of change.

9:30 a.m.

Hon. Mr. Conway: I note what the Treasurer has indicated in some of his more recent communications on this subject. He has indicated that he is quite prepared to allow additional time to facilitate in any way he can the working out of a new relationship between the institute and the faculty. He made it clear that he does not intend to proceed with the allocation change that was indicated in the October budget, not in the first instance, simply because he wants to provide an opportunity for the faculty and the institute to continue the dialogue and to see whether there is not a way in which that can be worked out together.

Dr. Allen, you mentioned the budget. One can appreciate how a Treasurer who looks at that \$28-million budget, approximately, sees a lot of it being derived from the consolidated revenue fund of the province and sees this situation between these two very fine educational operations on either side of Bloor Street, just a few blocks from this Legislative Building, might look at whether there could not be some positive encouragement to move that process along.

I certainly understand the Treasurer's desire to encourage the discussion. He would undoubtedly have noted the very considerable progress that the Marsden report seems to have made in identifying a lot of areas of mutual interest and opportunity. As I understand it, that whole activity failed to some degree because there was not at the time an ability to work out some of the financial questions. However, this is not to say that a lot of progress was not made on areas of mutual interest and opportunity.

Thus, I think that in the right climate those two institutions, the institute and the faculty, can achieve a new and better relationship, particularly in the light of the very substantial allocations that are being made on behalf of the province.

Mr. Allen: We all understand Treasurers, and not just Treasurers but governments, wanting to conserve resources and to use them efficiently; there is no question about that. But would you not agree that when such proposals are made affecting specific institutions, it would be wise for the proponent of the proposal in question at least to table some objective data or argument that would persuade us there was what he said there was, a duplication; or that there needed to be what he later suggested was also necessary, a rationalization; or that there could be, as he later said--in the dance of the three veils, as somebody has put it; it was Mr. McFadden, if I am not mistaken--an enhancement. Again, we did not really get any substantial documentation of what this enhancement really entailed or why the merger was necessary to accomplish it.

Hon. Mr. Conway: Again let me just note that there has been a very interesting ongoing discussion during the last 10 years about how a closer and stronger relationship might be built between the faculty and the institute. I appreciate what you are saying. I also have every confidence in this Treasurer, a very able and experienced individual, who will be here this afternoon; who is not just Treasurer now but who has experience as an Education critic in this assembly, who I think appreciates the work the institute has done; but who does look at his responsibilities, I think, very seriously. I am sure he will be quite happy and able to explain and expand upon his position here this afternoon.

Mr. Allen: I am sure he will. Mr. Chairman, I hear the minister saying he would have preferred that the phrasing the Treasurer had used originally had been "to change and enhance" the relationship between the two institutions and he would now perhaps prefer that he had not used the word "merger." I will leave the Treasurer to give us those words himself this afternoon. Thank you very much.

Hon. Mr. Conway: Thank you, Dr. Allen. Let me just say in response to the last point that I do think it is important and timely to achieve a closer relationship between those two institutions in the best interests of education in Ontario.

Clearly, if for no other reason, this every-five-year discussion about the affiliation agreement continues to raise questions that need to be addressed for the longer term. I do not mean to speak for the Treasurer, but I certainly note the Treasurer's willingness to encourage and facilitate a debate that has been going on for some time. I note again some of the work that has taken place, quite apart from any government intervention, and I can very much appreciate a Treasurer looking at that budget and his desire to encourage greater progress in those discussions.

Ms. Bryden: As you are well aware, our committee has learned a great deal about the diversity of the work of OISE during our hearings in both northern and southern Ontario. The only thing we found wanting was an adequate public relations program by OISE to tell the residents of this province about its major contribution in the whole field of education in the province. I am sure you will agree it does make a very major contribution.

However, the last thing you mentioned was this problem of the five-year renewal of the affiliation agreement regarding degree-granting powers. I would like to ask whether it would not be advisable to remove that major stumbling block to negotiations between the two institutions on methods of enhancing both the work of the faculty of education and the graduate and other work of OISE.

If OISE were given degree-granting powers, that issue would not be on the table and would not be a stumbling block to negotiations, as it appears to be at the present time. I know the government has in general not wanted to increase the number of degree-granting institutions very much, but often its reluctance is due to the fact that an institution coming before it for such powers is a new institution that would have startup costs and would need to set up an administrative structure to control admissions and examinations.

However, OISE is well established, has been there for 20 years, has proved it is very competent in its performance and runs its own admissions policies so that it would not be a great additional cost to the government if it were given degree-granting powers. Do you not think its 20-year record and its recognition worldwide as an educational research facility entitles it to be given degree-granting powers?

Hon. Mr. Conway: Of its reputation there is no question in my mind, and it is a very good reputation, not just within the province but also outside Ontario and Canada.

I want to be quite candid. There was a time some years ago when the institute was the subject of quite an active debate around this Legislature--and it is much less so today--in terms of what is actually taking place there. The institute has in recent years done a more effective job of explaining to the Legislature and to the community precisely what is taking place.

There are a lot of people around this city and this province who would imagine that the institute either is or should be, for degree-granting purposes, under the umbrella of the University of Toronto. Of course, through the affiliation agreement, that is exactly what has taken place over the years.

Dr. Allen and I sat in this very same room a couple of years ago when we debated at some length the whole question of degree-granting status within the province. You are quite right, Ms. Bryden: With no prejudice to the institute, it does raise some very serious questions for the province generally, and I am

certainly not at liberty here this morning to speak with any great weight on that subject, which is, of course, primarily the responsibility of the Minister of Colleges and Universities (Mr. Sorbara). But it does open a very significant debate.

9:40 a.m.

Quite frankly, I feel that the destiny of the institute should be with the University of Toronto. As a citizen of Ontario and as Minister of Education, I believe that is the obvious relationship that should exist. But it has to be one based on mutual interest and respect. I appreciate the concern of the institute about the implications of a closer relationship. It is understandable. That was the concern that a lot of the colleges had years ago when this Legislature was faced with what to do with all of the various units of the University of Toronto prior to the consolidation of earlier times. What we have to do, it seems to me, is to find a way that allows the relationship to continue and to prosper.

But let there be no confusion. I want to be very clear about this. From my vantage point it is obvious that the relationship that ought to exist between the institute and the university is the relationship that ought to exist between the Ontario Institute for Studies in Education and the University of Toronto. That is certainly my view.

Ms. Bryden: I am sure you are aware that this proposal by the provincial Treasurer in his budget has created a very serious state of uncertainty for the faculty members, for the students contemplating entry into OISE and for branches of OISE seeking research grants, and the whole operation of the college is jeopardized by this uncertainty. There may even be difficulty in finding a new director.

If degree-granting powers were given to OISE this year, the future of OISE would at least be assured as an independent institute and that would not be on the table as a factor in the negotiations for greater co-operation the University of Toronto's faculty, other faculties of the university and OISE. Can you see the negotiations proceeding while that is on the table, since OISE is completely opposed to any sort of merger that would involve budgetary control and programmatic control?

Hon. Mr. Conway: I do not want to sound repetitive, and I am quite confident I will, in this instance, sound a little bit repetitive. But I have very considerable knowledge of the leadership of the institute and of the university and I have very considerable confidence that, with some time and with the right kind of encouragement, they can work this out between themselves.

Yes, you are absolutely right that with this change comes uncertainty. I have yet to see a change that has been offered by anyone that does not raise those questions. However, we have to be reasonable and say that during the period of 20 years the institute has built a very fine program and capacity. However fine and strong, it is still one that I think can be improved, as is true in the normal course of any institution.

I feel they can--again with the right opportunity provided--resolve this. I quite frankly do not see that the degree-granting suggestion you make, Ms. Bryden, is the only way to do that. Again, it does raise those broad questions for the Minister of Colleges and Universities about a number of other institutions that may feel that would be the appropriate time to intercede on their own behalf.

Ms. Bryden: Every case would be dealt with on its own merits, I am sure, by the cabinet.

As the Minister of Education, do you feel that the faculty of education at the University of Toronto needs upgrading, or is it producing the kind of teachers and the quality you would like to see in the province? If it needs upgrading, as various people have said--that is one of the reasons for the negotiations--or if it needs enhancing, where will the money come from?

Hon. Mr. Conway: I am very pleased with all our faculties of education in Ontario, but it is no secret that the faculty of education of the University of Toronto aspires to a greater activity in the area of graduate studies. That is an understandable aspiration on the part of the faculty of education of the University of Toronto, and with the institute across Bloor Street it is pretty obvious--at least, it is to me--where that opportunity might reside.

Ms. Bryden: Can you see the two, the faculty of education at the university and OISE, sitting down and planning more graduate work, which I agree would be desirable in both institutions, and enhanced activities without knowing where the money is going to come from? It seems to me there are only two places it can come from. One is for the University of Toronto to commit more than the 50 per cent of the revenue it now receives for the faculty of education students or more money coming from the provincial government.

Hon. Mr. Conway: I look at the faculty of education of the University of Toronto with a long and distinguished record and a very good reputation and I see the institute across Bloor Street with a very fine, world-class reputation in graduate studies and research. I think it is quite likely that they will continue to do what they have done in the past: find ways and means of strengthening the opportunities at both institutions.

Ms. Bryden: The University of Toronto is closing down faculties right now because it does not have the ways and means. The whole underfunding issue is making universities take very hard decisions.

Hon. Mr. Conway: Ms. Bryden, again I look at the budgets of both institutions, I look at what is developed and I look what they have already identified as possible areas of joint activity. I am not at all worried about their ability to find ways of applying the resources that are already there and perhaps applying to the Ministry of Education or the Ministry of Colleges and Universities for more resources to do more things. That again is an understandable prospect, but surely that is what the negotiations ought to be all about.

Ms. Bryden: Negotiations have to proceed on realities. If there is no more money, then all they can operate on is some exchange of faculty, information and ---

Hon. Mr. Conway: There is another reality, and that is the reality that lot of taxpayers in Ontario would surely imagine, which is a faculty of education at the U of T with a good and strong reputation in undergraduate activity and across the street an institution with a very fine reputation with outstanding graduate studies and research. The faculty of education at the U of T wants more involvement in the graduate level. The institute requires some lasting relationship with, among other things, an institution that does provide for degree-granting status.

There are a lot of people, Ms. Bryden, I dare say in Beaches-Woodbine and North Renfrew, who would say that provides the basis for some relationship of a lasting and worthwhile kind. With the budgets involved, I do not see why it should not be possible. There may have to be adjustments, and the province may very well want to provide positive encouragement in financial terms, but I am not here to say that additional moneys will be required. There always will be in the sense that I do not get any transfer agency that would not like more money in Lanark, Fort William or anywhere else. That is the competition for provincial funds that makes your job and mine so interesting.

Ms. Bryden: As you know, the provincial Treasurer had hoped there might be some savings from the duplication that he anticipated, but we still have not found out what it is; so I do not think he can count on more funds from that area. As you say, it will have to be a provincial government decision to increase the funds.

Hon. Mr. Conway: I am not saying that. I am saying that is going to be one request, I am sure. But on the face of it, with what we have in those two very fine establishments on either side of Bloor Street, given what the stated requirements of both seem to be, surely we have a framework for some opportunity.

Ms. Bryden: Setting the negotiations aside, OISE is quite unique in its board of governors, which represents all the various educational constituencies in the province, everything from labour and staff associations to trustees and municipal associations. If OISE was transferred to the University of Toronto and did not have its own board, do you think there would be the means for keeping the input of all these educational constituencies in developing the OISE program and, if so, how could it be done?

Hon. Mr. Conway: I think that is no question, Ms. Bryden, on the basis of what I heard since becoming Minister of Education, that one of the strengths of OISE is very much the relationship between the institute and the various components of the educational community, and the current government structure very much strengthens that relationship. I would very much hope in any discussion about a closer relationship between the institute and the University of Toronto that relationship in some real form could be maintained; that is the relationship between the institute and the educational community that it serves so well.

Ms. Bryden: There has been no proposal from the University of Toronto as to how that might be maintained.

Hon. Mr. Conway: Again, it seems to me that that is the genius of these negotiations. In the past, it seems to me that it is a subject that has been deliberated by some who have looked at the question. I may stand to be corrected on this, but it seems to me the Marsden group, which looked at the possibilities for a closer relationship between the institute and the university some three or four years ago, dealt to some degree or another with that governance question.

Ms. Bryden: Not in detail, I do not think. To look at another angle, certainly our northern trip convinced us that the OISE regional offices and their regional research officers, who work with teachers, principals, parents, school boards and administrators in implementing Ministry of Education guidelines, were absolutely an invaluable resource. There are some fears that the University of Toronto would not fund fully or enhance those particular

operations. Do you feel those operations are very integral to the operations of the Ministry of Education and the implementation of its guidelines, which are becoming, as you know, more and more voluminous in covering more and more subjects these days?

Hon. Mr. Conway: Ms. Bryden, I will repeat what I indicated to Dr. Allen that certainly it has been my experience that the field activity of the institute has been very important and very helpful and has been so felt and indicated by the educational community. I would be very anxious that this activity be maintained, and that certainly would be a point of view that as Minister of Education I would want very clearly to make. I have so indicated to the Treasurer and to the president of the University of Toronto.

Ms. Bryden: Is it true that the Ministry of Education regional offices have been curtailed in the last five or 10 years, that the number is less and that trend is continuing? If so, will there be sufficient help from OISE to fill the gap?

Hon. Mr. Conway: It is true that over the last decade the actual complement at the regional office level and the actual number of regional offices in the Ministry of Education have declined as well. I have been looking at the whole role of our regional offices. I have been particularly impressed by the role and the responsibility they have, particularly in areas such as the north. We have been hearing many of the same things. One of the questions I have--and at this point it is just a question--is I want to ensure that we have regional offices that really perform the job for which they were intended. Obviously, the regional field activity of the institute has an important role to play as well. I want to ensure that they complement one another.

Ms. Bryden: Have you heard from school trustees, school boards and school administrators that they would likely have to increase their spending on research officers and people to work with the teachers in developing curriculum and implementing other guidelines such as how to deal with new groups of students that are being embraced in the classroom--the mentally retarded, the gifted and all the native people? Have they informed you that they would likely have to increase their budgets and are worried about whether they can under the present property tax requirements? If so, is it not important to enhance the OISE service, rather than restrict it, or even hold it constant?

Hon. Mr. Conway: I have heard clearly and repeatedly from the educational community, especially in the north, how importantly and how positively they view the work done by the field offices of OISE.

Ms. Bryden: Another consideration is that municipalities are already having a lot transferred to them from the province, and the closing of regional offices is part of it. Somehow they would have to make connections with the whole educational community and with the research that is going on in the world through OISE. This is a very important reason for maintaining that activity and not only OISE's fiscal autonomy but also its programmatic autonomy.

Mr. McFadden: I am very pleased the minister could be with us today so we could try to get to the bottom of some of this.

Hon. Mr. Conway: I am delighted to be with my colleagues. I do not spend enough time over here. I shall return soon.

Mr. Hennessy: You said that before.

Mr. McFadden: You mentioned you had over your 11 years of experience in the House on many debates. I gather you were referring to OISE and various things it was doing.

Hon. Mr. Conway: There was a time when I was first elected when I remember a lively debate about the institute. I did not really participate in it, as I recall, but I remember it.

Mr. McFadden: Was the Treasurer a participant in that lively debate that you are talking about?

Hon. Mr. Conway: I would have to check the records, Mr. McFadden.

Mr. McFadden: Speaking of the Treasurer and his budget, the justification, as the chairman has mentioned, for the proposed transfer of OISE to the University of Toronto is eliminating duplication, as other members mentioned this morning. Can you tell me where the advice for that proposal came from?

Hon. Mr. Conway: Mr. McFadden, that is a question you will have more properly to address to the Treasurer. That was a budget decision and a budget item, and he is the responsible minister. I do not intend to speak on the Treasurer's behalf for those kinds of specific inputs to his budget. You will have an opportunity very shortly to put that directly to him.

Mr. McFadden: Is it the sense of the Ministry of Education perhaps that there was a duplication that needed to be removed. Is that the sense of the ministry?

Hon. Mr. Conway: The sense I have, Mr. McFadden, is that over the last number of years, partly as result of some encouragement that was provided by the previous government--I am thinking of a previous Treasurer, who commissioned the Henderson report of 1975, the special program review--there was a debate about a whole series of government programs, and that was just one of the events that seems to have encouraged discussion in parts of the community. It is quite obvious from the record that there has been an ongoing discussion at the institute and at the faculty about how the mutual interest of both institutions might be strengthened by a better relationship. I see that as an important part of all of this.

Mr. McFadden: I accept the fact the relationship has been discussed; just the elimination of duplication was what I was getting at. I take it from what you are saying directly is that the ministry itself has not been pushing this particular item, though it may be looking for a strengthening of the relationship. I assume what you are telling us without saying it is that the elimination of duplication has not been the thrust.

Hon. Mr. Conway: From our point of view, our budgetary allocations to the institute are quite clear and discrete. They are carefully worked-out objectives that we discuss with the institute and that forms the basis of our ongoing funding. As Dr. Allen indicated, if you take the two, the block grant and the contractual research, that is about \$2.5 million on a \$28 million budget. With all the dollars in, we are about eight or nine per cent of the institute's budget. I can only speak to that particular component of the institute.

I will be quite honest, Mr. McFadden, I have been minister for 10 months and I have been somehow occupied with other activities. Perhaps is not to me to say but I will; I have not had as much opportunity as perhaps I should to explore all that has taken place at the institute. I had a very good relationship with a number of people at the institute, as I indicated earlier. The current director will be my deputy minister as of July 1 of this year. I have been at pains to indicate that from our point of view there are some very clear objectives that we see are important and which we feel have been very nicely discharged by the institute on our behalf and we would hope to maintain that.

Mr. McFadden: One area of duplication that the Treasurer has specifically mentioned in the Legislature is that he felt an area of duplication that existed was the board of governors. He mentioned that in the Legislature as an area of duplication. During the course of our hearings, what we found is witness after witness saying it is very valuable to the education community across this province that there be input at OISE for people from the education community generally, from trustees, administrators, teachers and so on. They felt that was essential to the effectiveness of the institution in terms of its ability to respond to the real needs of school boards and teachers across this province. The Treasurer specifically stated that one of the areas of duplication he believes exist is the board of governors. What is your attitude on that and the participation of the education community in terms of the planning of education and training through OISE?

Hon. Mr. Conway: I will let the Treasurer speak for himself, as he will this afternoon, I am sure with care and with consideration. He is a reasonable man and he made it very clear in recent weeks that he does not want to be unfair to the two institutions. He made it clear he is quite anxious to facilitate a good discussion. I have a very high regard for Mr. Nixon, with whom I have had the pleasure to serve over the past 11 years. Let me say he will quite adequately address that from his point of view.

From my point of view, I will repeat what I indicated, I believe to Dr. Allen, that one of the strengths of the institute, as I find it in dealing with and in listening to the educational community in the province, is the linkage between the institute and the key constituencies of the educational community. I hope that as we move forward that relationship between the institute and the educational leadership particularly can be maintained in some real fashion. Again, a variety of possibilities may present themselves when serious-minded people get down to the task of trying to get on with this requirement.

Mr. McFadden: I know when the president of the University of Toronto was here, in an answer about the role of the board of governors, he was singularly vague as to any further role it might have. He talked about the governing council of the University of Toronto and how its policy-making works. He certainly did not indicate that there was going to be much of a role for anybody outside. He certainly was not prepared to make that as any public declaration as something of any importance to him.

Hon. Mr. Conway: Let me say that as a practical person I feel individuals of goodwill who seek to work out a new relationship are going to want to consider a variety of creative options.

Mr. McFadden: They will have to be quite creative if this is going to come about.

Hon. Mr. Conway: There has been a lot done in this province over the years that has been quite creative and a lot has been done by the institute, and sometimes not without criticism. I do not minimize the difficulty in making change. I will even be prepared to say, Mr. McFadden, in front of this chairman that the last 10 months have taught me more about the challenge of change than anything I might ever have learned in 10 years in my previous role, but that is not to say that it cannot be brought about.

Mr. McFadden: To talk about change, since the budget, the Treasurer has basically abandoned the area of elimination of duplication as his reason when he now converses with OISE and with the University of Toronto. He came up with a new statement which appears in his letter of January 8, 1986. I believe the minister had a copy as did a number of other people including the Premier. He now says that the government's position rests on the basic premise that those who learn and those who teach in our schools would be better served by a stronger and more certain definition of the institutional relationship between OISE and the University of Toronto. So we are now off the elimination of duplication into better service.

In the terms of our hearings we have made a point, and it is safe to say all members including members of your caucus have talked about better service and whether the people in the education area, be they people involved in OISE, teachers, administrators or trustees, feel that they would be better served by a transfer or merger of OISE to the University of Toronto, as suggested by the Treasurer (Mr. Nixon) in the budget. The unanimous answer has been "No." That proposal would be counter-productive. Not that some form of relationship would not be not useful or some developments permanent, but this proposal could be counter-productive to what the Treasurer has said.

What I am concerned about here--and I understand your delicate position here as Minister of Education--is that the education community and the community the minister is involved with administering and governing are unanimous in their views that this move will not enhance training or assist students or teachers as set out. It will be counter-productive. I do not understand why this course is being followed and persisted in when even this premise does not hold water in view of the people involved or as far as the whole community is concerned.

Hon. Mr. Conway: Mr. McFadden, again I repeat that much of your question you will want to take up with the Treasurer. But from the point of view of my rather considerable discussions with members of the educational community, they have made it quite clear that they want the very excellent work maintained particularly the very fine field activity that the institute has undertaken over the years. That is the point, if I can restate it, that has come through to me so very clearly in the course of this six-month discussion. But again, I say to the educational community, we do not want to be too small "c" conservative about this because that would tie us inexorably to the status quo and not give us the opportunity to look at perhaps other ways of accomplishing the same reality. It is that reality that obviously, as Minister of Education, I want to see protected.

Mr. McFadden: I find it interesting that you refer to OISE as small "c" conservative.

Hon. Mr. Conway: I was thinking only in the sense of a cast of mind. Again, when one talks about change it is quite understandable that in the first instance, people will take a small "c" conservative view because there is an uncertainty about change and there was a lot of uncertainty, I suppose,

when some 22 or 23 years ago Mr. Davis proposed this newfangled institute.

Mr. Hennessy: You will be going to the grave before you are finished. You are the government now. The good things you take credit for, the bad things you blame the other government for. That is a hell of a good position to be in.

Mr. South: We did not invent it.

Mr. Hennessy: You guys did not put it in, but it is wearing very thin, fellows.

Mr. McFadden: If we could just explore a little further a couple of other matters. The minister has commented on the area of the field offices, as have a large number of our witnesses, more particularly those from outside of Toronto, when we had hearings in Ottawa, North Bay and Thunder Bay. But also comments from a number of witnesses here, as well as correspondence on that matter. It is safe to say that major and unique services that OISE provides are its inservice and field-office programs.

10:10 a.m.

When the president of the University of Toronto was here two days ago, his responses in response to questions from me and others about field offices, to be charitable, could be described as anything from ambivalent, to vague to obtuse. They could be described as even worse than that about the whole question of field offices. He was not prepared to make any public statement here as to any priority whatsoever that the University of Toronto is prepared to put on them or to protect them or give any special thrust to.

As Minister of Education, what are you prepared to do to ensure that if this whole transfer concept were ever to take place, this part of the program would be protected? Or are you going to propose to take this out of the whole basket and create a whole new organization? I am sure this is one of the most valuable aspects that the Ontario Institute for Studies in Education offers to education across this province.

Hon. Mr. Conway: I do not think there is any question about that latter point. Obviously, I would want to be as firm as I could be in making that clear to those who will ultimately decide this question.

Mr. McFadden: Ultimately, the University of Toronto may decide it if things keep going the way they are.

Hon. Mr. Conway: Again, from the point of view of the Ministry of Education, we allocated \$2.1 million last year in block grant to the institute. We have some very clear objectives that we work out with the institute for the application and expenditure of those funds; to that degree I, my successor or any minister of education, will have a clear interest in all of this and that interest must be protected. I would again make it clear that from our point of view, we do recognize the very valuable field activity that the institute has provided.

Mr. McFadden: As we went across the province one of the things that struck me was the very high regard--and you have commented on that--that OISE has among administrators, teachers and trustees, in addition to the goodwill in Toronto. As far as the general community is concerned, it would seem that OISE ranks even higher outside than inside Toronto. In general though, witness

after witness has been extremely high in its regard of OISE, which is not to denigrate in any way the University of Toronto but in basically talking about the work done by OISE. I have received countless letters from people, not only from across Canada but around the world, who endorse what OISE is doing.

One thing that I found interesting, and I suppose disturbing in a way, as an alumnus of the University of Toronto, is the lack of regard that people outside Toronto have for the University of Toronto. I would think part of it is a bit of an anti-Toronto feeling; if it were the university of someplace else it might cause less of a reaction.

Nevertheless, there is a feeling that in the long run--maybe not in the first year or two--the University of Toronto, with its orientation in the Toronto area and its particular mandate and programs and through its governing council and administration, is not likely to take into account the needs of all of Ontario in the same way as an institute such as OISE, with a broadly representative board of governors and a provincial-wide mandate.

That was a message that came through to us over and over again, and it was felt to be not only an unpopular but an unwise decision for education in Toronto because the University of Toronto has not been perceived across the province as an organization that particularly reaches out or does a lot of added things with education and community, either one way or the other.

I am not saying it has a province-wide mandate, although the university is the provincial university under statute. I would suggest that there is a serious problem just with the concept of putting in OISE with the University of Toronto and what that might mean; people are very concerned and worried.

Hon. Mr. Conway: I do not share your view but I do not take lightly what you are saying; I respect your view on this subject. In my travels, I do not sense the same public reaction to the University of Toronto, interestingly enough. Perhaps we are hearing different things. I hear very fine things about the University of Toronto wherever I travel.

I come back to the point I made earlier. There will be attendant concerns and worries about this or any other change. They have to be seriously addressed as we move forward. Quite obviously, as Minister of Education I have a responsibility to ensure that stated objectives of the ministry are protected and provided for in whatever change takes place; the prospect of change does not frighten me.

Mr. McFadden: How are you going to get around the whole idea of university autonomy? We have been through that with the school of architecture. The Minister of Colleges and Universities (Mr. Sorbara) feels he cannot do anything about that. We are in a situation that we have had over the years. Are you suggesting that in the long run the province will start intervening, particularly in this area and others, or is this going to be a different case? It seems to me that there is a logical inconsistency. On the one hand, the government will not intervene in the case of the school of architecture as a matter of policy but, on the other hand, the province may intervene to guarantee certain things. Is this a slight indication of a change in policy?

Hon. Mr. Conway: I do not believe so. It will be for the discussions and negotiations to resolve the particular nature of that new relationship. Obviously, those are the issues, among others, that are going to have to be addressed. They are surely going to be raised.

Mr. McFadden: The minister commented on a rather difficult problem in these negotiations. Surely, the two sides are in a very uneven negotiating position. The University of Toronto is basically using provincial government policy as one of its swords in the negotiations, and that has been repeated in letters that Dr. Connell has sent to the Ontario Institute for Studies in Education, as you might be aware.

OISE has never said that it did not want to enter into a long-term, valuable arrangement with the University of Toronto. That has never been the position of OISE. However, it would prefer to approach this, and this seems to be the feeling of the people throughout the province, by having this proposal in the budget withdrawn, and letting it get on with developing a long-term relationship. Why could that not be a desirable objective? That would seem to meet all of the concerns. It is this uneven negotiating position we are in now that is not fair and that works against the whole spirit of developing a co-operative atmosphere in which negotiations can take place.

Hon. Mr. Conway: Again I would note the relatively recent comments from the Treasurer that he is prepared to hold back on the allocation until further time is allowed to both the institute and the faculty of the university to see if they cannot resolve this between themselves. The Treasurer is not an unreasonable man, and neither am I.

Mr. McFadden: I have one final question. I am sure other members have questions.

It is safe to say that Dr. Shapiro is a man whom all have a high regard for. You have already stated that the Premier has a very high regard for his ability or he would not have been appointed Deputy Minister of Education. I would imagine that Dr. Shapiro, as Deputy Minister of Education, is going to now and in the future have a very major impact on the future direction of education in Ontario.

He has very clearly given the province his advice on what he thinks is in the best interests of education in Ontario, which is to keep OISE as an independent institution, with independent degree-granting status and with a long-term relationship with the University of Toronto. Why does the province not heed its newly appointed Deputy Minister of Education and follow his advice, which is well considered and based on many years of experience?

Hon. Mr. Conway: Dr. Shapiro will become Deputy Minister of Education on July 1, 1986. His appointment was announced some weeks ago. All that preceded his appointment is a matter of the private opinion of a very distinguished Ontarian, and also the opinion of a very distinguished director of the institute. Dr. Shapiro made it very clear, on this and other subjects, he recognizes that upon taking the high responsibility as Deputy Minister of Education he will be part of the government, and he will carry out government policy as the government decides it.

Mr. McFadden: He will follow the government line?

10:20 a.m.

Hon. Mr. Conway: Is that not what our tradition is in the best of British parliamentary and responsible cabinet government? I do not need to lecture you, least of all, Mr. McFadden, as to how that works. As I say, Dr. Shapiro has an outstanding reputation and he has pronounced himself on a number of subjects prior to his appointment as Deputy Minister of Education.

He understands, and he has made this clear, that in joining the government service as deputy minister he will have a lot to do with the formulation of government policy, but once that policy is decided then it will be carried out by the government as a cabinet, and by the public service as a public service.

Mr. McFadden: I hope you are listening to Dr. Shapiro's advice now and then.

Hon. Mr. Conway: I have the very highest regard for Dr. Shapiro whom I consider to be one of the most outstanding educational thinkers and leaders in the country.

Mr. Chairman: I am glad to hear that.

Mr. McKessock: Of the presentations we heard in this committee, those that came from areas outside Toronto impressed me the most. I would agree with Mr. McFadden when he said that OISE probably ranks higher in places outside Toronto than in Toronto. There are reasons for this. It is easier to obtain an education within Toronto than it is in the outlying areas.

The teaching staff and the students appreciate the help that these regional offices are giving. We have had teachers make presentations to us which were very impressive. They outlined the assistance given to them not only in seminars, but more specifically on a one-to-one basis where they upgraded their teaching skills. The OISE staff were there at a moment's notice when requested.

As far as the seminars are concerned, this could continue under any situation because it is easy to arrange a seminar six months ahead. However, if the regional offices are not there so the teachers can pick up the phone and have assistance right off the bat, they will have to write to Toronto. Those of us who live 100 miles out know it can take two weeks to get a letter here, three weeks for an answer and another two weeks to get it back. This is anything but an immediate response to a problem.

We have heard these teachers and educational people say how they appreciate the immediate response to a problem which they get from the OISE people in the regional offices. The OISE staff are there to assist. In Thunder Bay, I asked how many people were in the regional office; they said three and a half people. I asked how many people were in the Ministry of Education office; there were 25 or more.

Mr. McFadden: There were 14 who worked.

Mr. McKessock: They would not answer some of my questions specifically, but it was obvious they were getting more of the help they needed from the three and a half people than they were from the 25 or more. It made us draw conclusions that we may be looking at the wrong area.

Hon. Mr. Conway: I just spent some time in the northwest with a number of the ministry officials in the regional office in Thunder Bay. I would certainly take issue with anyone who says that 14 of the 25 work--if 25 is the complement. My experience is that they all work very diligently and very effectively.

Mr. Wiseman: Maybe they were working the day you were there because they knew you were coming.

Hon. Mr. Conway: I was there more than one day, I can assure you. I was not only in Thunder Bay; I was in Pickle Lake, Nakina and a number of other places.

Mr. Allen: Do you drop in unannounced?

Hon. Mr. Conway: I try to.

Mr. Wiseman: Somebody tips them off.

Hon. Mr. Conway: I know the difficulties of trying to do that. I do not want to be too unreasonable. For example, in my trip to the northwest, I was struck by some of the results of the Allen report on small school board operations in the northwest. I looked at the program councils that have been developed as a result of the stimulus provided by the Allen report. There is a very constructive and creative innovation that has materially assisted the delivery of educational programs in the northwest.

Maybe this is an inappropriate analogy; I do not believe it to be. Change is often quite possible and quite constructive. It does not necessarily have to be always viewed with a scepticism that I sometimes appreciate. I do not take issue with what you were saying about the work of the field offices of the institute, Mr. McKessock. I know some of those people rather well; I knew them long before I became Minister of Education. If I may be allowed a personal observation, I have great confidence in the commitment and the capacity of the individuals I know who work in the field operations of the institute, particularly in the north.

Mr. McKessock: In further questioning these people I asked what the ministry people did for them. They said they were there to police the programs put out by the Ministry of Education and to see that they were carried out. The assistance they were getting was coming from OISE, whose staff were there to assist them in administering these programs and helping them to do it. The way they expressed it to us, the ministry people were to see that the programs were done and the others were giving the help. It seemed to be a little out of balance with three and a half people to help them and 25 people to police them.

Hon. Mr. Conway: I obviously have a marketing job to do with the House. I shall try to do it at the first opportunity in the estimates debate to ensure that all members are aware of what I believe to be the very fine work that all regional offices do on behalf of the ministry.

Mr. McKessock: The point here is that no matter what happens to OISE, the field operations--whether they come under OISE, the ministry or whatever--must continue, with the help they obtain now through the OISE office, because they find it very valuable in these outlying areas, where all the help available in Toronto is not available to them.

Hon. Mr. Conway: That point is well made, Mr. McKessock.

Mr. Dean: I am sure the minister is familiar with the document called the Interim Report of the Committee on Institute/University Relations, prepared under the chairmanship of Professor Stevenson. It covers a great number of issues in the present debate, ranging all the way from structure through programs and staff tenure to governance and even name. Is this, as they hope it might be, a good basis for discussion to come to conclusions about what will happen if it is finally the government's decision that the status quo will not be permitted to continue?

Hon. Mr. Conway: I do not want to comment on any of the particular proposals except to say that I feel there is a clear understanding on all sides that a stronger, more lasting and permanent relationship can be established in the interests of both the institute and the faculty. I hope that will be proceeded with now by all parties.

Mr. Dean: Will you encourage this to be done?

Hon. Mr. Conway: I certainly have tried in my own way in the past number of months to encourage a constructive dialogue. I have chatted with a number of the principals in this debate and I hope to continue to do so. I am a great believer in constructive dialogue and the capacity of reasonable men and women to work out these kinds of challenges.

Mr. Dean: I sure you will note, if you get an opportunity to read it more precisely, that almost all the issues we have found to be critical in the minds of the people whom OISE serves and who are concerned about its continuing status are addressed in the report. Some of the recommendations even come out very strongly on the side of the question that the people who support OISE very faithfully believe they should. Others are left up in the air as far as the final recommendations are concerned.

I hope that, if not this particular basis for discussion, you would use whatever good offices remain with you now that you are in government to persuade people that if the government is going to continue on the course that initially looked as though it was rather headstrong and misdirected, or if you are going to go in a modified direction, you will put whatever influence--I will not say "pressure," because you are not the sort of person who puts pressure on unduly--to see that this is accomplished.

10:30 a.m.

Hon. Mr. Conway: Mr. Dean, you perhaps more than anyone else in this room have known the Treasurer (Mr. Nixon) well for a long time. I am sure you will want to communicate those views to him this afternoon. I consider that I have a role to play and I intend to continue to ensure that the interests of the Ministry of Education, which explain why we are involved in transferring a substantial amount of money to the institute, are provided for.

Mr. Dean: You may rely on us to be sure that we will make our views known to the Treasurer. What I am trying to ensure is that you will make your views known to the Treasurer and that you will stand up to him where it counts.

Hon. Mr. Conway: That is very good advice, and I am quite happy to tell you that I intend to take it and act upon it.

Mr. Dean: Thank you.

Mr. Hennessy: You spoke when you were in opposition, if I may bring it up that way, about the will of the people. We went to quite a few hearings and heard a lot of people. Generally when you have an issue, three out of 10 are on the other side of the fence. But in this case, it was difficult to find anyone in our travels in northwestern Ontario and in other areas--Hamilton or wherever it might be--with the exception of the gentlemen from the University of Toronto who came the other day to defend the stand they are taking. I know you are a very astute person and a super salesman, as far as I am concerned. You are the only guy who could sell sand to Gadaffi. That is just my opinion of you.

What I am really concerned about is, if there is going to be an amalgamation, is it going to be only the government and the University of Toronto that sit down and decide what is going to be done, or is the institute going to sit down in order to protect the workers?

Hon. Mr. Conway: I hope we will see a discussion involving all of the principals in this and a resolution based, to the greatest degree possible, on the interests of the principals involved.

Mr. Hennessy: Would you be prepared as the Minister of Education to guarantee that there will be no loss of jobs or positions for anybody who is in OISE at the present time?

Hon. Mr. Conway: I am quite prepared to play whatever constructive role I can to ensure that the important work the institute has done on behalf of the education community and on behalf of the Ministry of Education is provided for.

Mr. Hennessy: Will you guarantee their jobs?

Hon. Mr. Conway: I am prepared to do whatever I can. I cannot even guarantee my own job.

Mr. McFadden: You are ragging the puck.

Mr. Hennessy: In all fairness, the Toronto Maple Leafs could use you for killing penalties. You can rag that puck pretty well.

Hon. Mr. Conway: I do not intend to engage you in any protracted hockey (inaudible) because I know I would never win it.

Mr. Hennessy: With all the respect in the world, you may use \$10 words, but people are not interested in \$10 words. The main thing is that I am sure some people are going to be let go if the University of Toronto takes over this operation, because it will be a new operation and a new broom always sweeps clean to some extent.

Hon. Mr. Conway: During the last number of years--again I am speaking from memory--the full-time complement at the institute, which is now something in the order of 140, has been reduced. It is down from about 175 some years ago. There have been some adjustments.

The people of Fort William and elsewhere would expect this government and the Legislature to ensure that, for the millions of dollars being spent on these very worthwhile programs, institutes and faculties there was the most value for the allocation.

Mr. Hennessy: I do not wish to get into a debate on this, but we are discussing OISE; we are not discussing Sherwin-Williams or the steel mills that are laying people off. This is a different ball game. If we were in that area, we would be looking into it and discussing these people.

The reason all these people are here day after day is that they are concerned about the protection of their jobs. If you have somebody who is 55 or 56 years of age and the university feels it could take his job and let him go, give him a golden handshake or whatever it may be, the first thing you know, the service that is going to reach northwestern Ontario will not be the same as it was before. That is what I am concerned about.

Hon. Mr. Conway: That is quite a valid concern and I do not want to be flippant or glib about it. The concern of the individuals at the institute must be taken into account. I certainly do not want to do anything that is going to heighten that concern. However, the government has a general responsibility to ensure that, to the very best of its ability, the institute and the faculty provide the very best program in the most efficient and economical fashion. I do not see that these concerns cannot be adequately addressed in the negotiations.

I note again that during the past number of years there has been a significant decrease in the number of full-time faculty members at the institute. I do not know whether a previous minister could have guaranteed in 1977 that by 1986 there would not be a decrease of 15 per cent to 20 per cent in the full-time faculty complement at the institute. Those numbers may not be precisely accurate, but I think they are roughly accurate.

Mr. Hennessy: I do not disagree with you to some extent, but the people who are with OISE are your responsibility as well as those who are with the faculty. You are going to the faculty all the time and you are forgetting about the OISE people. That is what I am concerned about.

Hon. Mr. Conway: I apologize if I have said something that creates that impression. I will repeat now as clearly as I can that this minister and the Ministry of Education are quite impressed by the work that has been done on our behalf and with the funds we have transferred to the institute over the years for objectives and priorities that we have discussed and arrived at between ourselves. I want to make it as clear as I can that, as Minister of Education, I am pleased with that relationship and want it to continue.

Mr. Hennessy: I have one final question. You heard me, Mr. Chairman?

Mr. Chairman: I heard the "final" part.

Mr. Hennessy: You mentioned \$28 million. Mr. Grossman pointed out when it was announced that there would be a saving of \$200,000. That is what originally came out. Can you justify this big change for a saving of \$200,000?

Hon. Mr. Conway: I cannot comment on those financial data; that would be more properly done by the Treasurer. The calculation also assumes some finality to the discussions, and I do not sense that we have arrived at that point yet.

Mr. Hennessy: That is the figure that was mentioned, and nobody from your side of the fence denied it.

Hon. Mr. Conway: The Treasurer will be here this afternoon for more--

Mr. Hennessy: Thank God you have a Treasurer.

Hon. Mr. Conway: We have an outstanding Treasurer, who has served this government and is--

Mr. Hennessy: What about your wife? You could blame your wife.

Hon. Mr. Conway: There may be some secondary message in that for me, but I will want to--

Mr. Wiseman: If it is turned over and if it goes to the University of Toronto, will the Minister of Colleges and Universities then be the sole person in charge of the combined group, OISE and the university?

Hon. Mr. Conway: That remains to be seen. Obviously, the final settlement will depend upon the adjudication of the various interests in this debate. As I said earlier to Mr. Hennessy, it is going to be very important as we move forward to respect the interests and the objectives of the main players in this matter. How that finally resolves itself I do not yet know, but I sincerely hope it will be done in a way that respects the mandate of the university and the institute and also builds upon the clearly stated interests of both the faculty and the institute to strengthen in particular areas.

10:40 a.m.

Mr. Wiseman: I realize that, but who will be responsible? Have you not talked that out? Will you be responsible or will the Minister of Colleges and Universities be responsible? If you have no role to play in that, if you are taken out of that role--and from what I have heard in the last few days, OISE does a very good job with the area of responsibility you now have--if you are taken out of that role as minister and if it goes to the Minister of Colleges and Universities, I wonder how much input we will have from rural Ontario to continue these programs over which you say you will have some say, the \$2.5 million and some of the outreach programs for which you write the guidelines. If you are taken out of the picture, I know you can say it around cabinet, but you are really not the minister in charge.

Hon. Mr. Conway: The Ministry of Education has some very clear expectations on account of the \$2 million transferred in the block grant. Those interests must be provided for in whatever arrangement is struck between the institute and the university.

Mr. Wiseman: When Mr. McFadden asked you the question, if they did not carry on those outreach programs, you would have to set up a second tier within your ministry to make sure within your ministry that they were carried out and whether they would not be doing a lot of what OISE is doing now in the community, which I am sure Renfrew North wants and I know Lanark wants; some of the members from the north have said it here. Everyone, even your own party, has elaborated on how OISE is perceived out there and what it is doing.

Hon. Mr. Conway: A few weeks ago I happened to be at a regional education council in Ottawa, where the directors from throughout our region and eastern Ontario met. They spoke very clearly about the benefits that are delivered through the field activity in places such as Lanark, Renfrew and Stormont. I feel very committed to that.

The genius of these discussions, both between the faculty and the institute and within the government, has to be to find a way to strengthen those areas identified as perhaps in need of additional strength and to protect and provide for the very effective programs that have been and are being delivered by the institute.

Mr. Wiseman: I know you did not give Mr. Hennessy a guarantee on keeping the employment at the present rate, but I wonder whether you could give us a guarantee that the programs in place there will not be less--and may be enhanced, as Ms. Bryden said--after this is over, that the university does not use this as an excuse to eliminate some of those and keep that money for other areas of education.

Hon. Mr. Conway: That is again a very understandable concern. I am on thin ice here, but my sense is that during the last number of years, with an understanding on all sides, the institute has changed some of its priorities. I am sure the institute is doing things in 1985-86 that it might not have been doing in quite the same way say in 1975. I am not sure of that, but I do not want to handicap the institute unduly. I would not want to tie it down too tightly to what it is now doing and say--

Mr. Wiseman: Maybe I worded that badly. I want to make sure the institute or some other group will be doing what we are seeing done now to assist our people out in the regions and to get around what Mr. McKessock has said, that they seem to be doing more with about 15 per cent or 20 per cent of the staff than our regional offices seem to be doing at present.

Hon. Mr. Conway: Like you, I bring a particular regional perspective to this place as a member from a part of the province somewhat removed from the provincial capital. I do not mean that to suggest some handicap on my responsibilities as a minister of the government, but I understand very keenly the importance of having out in the regions the kind of support services that have been identified in this debate about the institute's field activity. Quite nonestly, I will be looking in the coming months at how, for example--I am quite concerned to hear what Mr. McKessock has reported as what he heard about the activity of the regional offices of the Ministry of Education.

Mr. Wiseman: I am sure you will take it as gospel. If it were one of us, you would not.

Hon. Mr. Conway: I have known Mr. McKessock since the day we were both elected, almost 11 years ago, and I respect his comments very much. They are, frankly, not what I have heard. It is in the nature of the same difference I would have if Mr. McFadden reported a certain reaction to the University of Toronto outside the provincial capital. It is not one I hear.

In the coming months, I will want to monitor very carefully what, for example--I am not putting that very well--but I am quite interested in ensuring that we have structures within education that strengthen, enhance and provide for the regional rhythms in this province. I mean that most sincerely.

It is obvious when one is somewhere such as Kapuskasing, Pickle Lake or Smiths Falls the kind of concerns educators, trustees and teachers have. We have to ensure that the structures we provide adequately address them. It may be this whole area requires some serious re-examination on my part. Initially, I am quite impressed by what I see in our regional offices. That is not to say that should not change if there is evidence from the assembly or elsewhere that a stronger emphasis is required in some areas.

Rodger Allen in his report to my predecessor, Dr. Stephenson, produced some very creative new initiatives in the area of program councils that I believe are being well received in the northwest. That is the kind of innovation I am impressed with which we may want to get on with, particularly out in those regions where there is a great pressure because of a relatively small population scattered throughout a wide geography.

Mr. Wiseman: I know Mickey mentioned that he would have you for a penalty killer for the Toronto Maple Leafs. You have done a lot of good skating and puck handling this morning, and I respect you as a person. However, from what you have said this morning, do we take it that you have gone kicking and screaming along with this idea that the Treasurer put in his budget?

I believe he made a statement one day when he was talking in Mr. McFadden's riding saying this should happen before it actually happened in the budget or after it happened in the budget; I forget which came first. I hope you have mentioned and will continue to mention our concerns, whether you are the leading minister or whether your colleague is. If he does not do that, coming back to it again, I hope you will ensure that those outreach programs continue, either under you or someone else.

Hon. Mr. Conway: I will comment accordingly. I rarely go kicking and screaming into anything these days, not that on occasion the spirit does not initially move me in that direction.

Mr. Wiseman: Maybe you should on this one.

Hon. Mr. Conway: I try to be as thoughtful and as reasonable as I can be. I have a high regard for Mr. Nixon. It is quite clear what he seeks to do here, but he has made it abundantly clear in recent communication that he is most anxious to be flexible and to facilitate the discussions I think are going to produce a resolution of this.

Let me state again, Mr. Wiseman, that I very much appreciate what you have said about the need to protect the regional and field offices. I will take my responsibilities as the Minister of Education very seriously in that regard and will to the very best of my ability ensure that the best interests of education in this area are met.

Mr. Wiseman: You mentioned to Dr. Allen or to Ms. Bryden worrying about the taxpayers and one thing and another. As a taxpayer who will pay a fair bit in taxes at the end of this month and who wants to know they are spent wisely and well, at this level or at whatever level, from what I have heard sitting here the past few days and hearing what OISE has been doing, I think if all the taxpayers or a cross-section of the taxpayers were sitting in the audience listening, they would think they were getting pretty good value for their money. They would also have some reasons to doubt the forcing of this merger rather than letting them work things out themselves.

10:50 a.m.

As David said, there is room for some movement, but when we seem to be forcing them to do something and they seem, not only to us but also to the people out in the areas we represent, to be doing a job and fulfilling a service, I think people feel they are getting value for their money and may have a little problem evaluating that with, say, the extra money that is spent on the domed stadium.

Hon. Mr. Conway: I appreciate the point. What I wanted to convey in recalling the taxpayer, whether that person be in Beckwith township, Lanark county or wherever, is that he or she would look on and say: "What have we here? We have an institute that is truly outstanding, that has great strengths in graduate research, graduate studies and field activity across the street, but an institute that does require an affiliation or an association with some degree-granting institution." That has been accommodated over the years with this agreement that is renegotiated every five years.

Across the street in downtown Toronto we have a university that has a faculty that is looking at its undergraduate strengths but also at additional opportunities in the area of graduate work, etc. That person might say that on the face of it, there should be some opportunity to relate more closely those

two very fine educational establishments in a way that strengthens the interests of both. That is the point I wanted to make.

Mr. Wiseman: That would be all right but all the people the committee have seen before I came on were saying there were some problems and there does not appear to be any saving.

Hon. Mr. Conway: There is some opportunity here that we ought to consider seriously. This is obvious from the literature that many of you, most recently Mr. Dean, have referred to that we may very well want to build upon. This literature indicates significant opportunities in the mutual interests of both the faculty and the institute. Again, the challenge in all of this is to find a way to bring that about which is acceptable to all concerned, including the Treasurer, who on our behalf ultimately signs a lot of these dollars across from the consolidated revenue fund to the various public institutions involved.

Mr. Wiseman: I know you have been busy learning the ministry and busy with Bill 30 and perhaps with some other matters I am not so familiar with, but I do hope some of your people you listen to who read Hansard see what the committee has heard. Maybe you will get to the point of kicking and screaming at the Treasurer to have him change his mind or at least soften his position a bit.

Hon. Mr. Conway: I like to listen to everyone carefully, Mr. Wiseman, but I want to say in a special way that it is important for me to listen most especially to the members of the Legislature. That is one of the reasons I am pleased to be here today and to hear very clearly what you are saying.

Mr. Wiseman: I know there will be a change then.

Mr. Chairman: You made a comment in reference to the second letter the Treasurer had sent which did not mention elimination of duplication but did mention that there was some time to consider this matter. During your remarks, you said that the Treasurer was willing to hold back on allocation. What did you mean by that?

Hon. Mr. Conway: I tried to convey the sense I have from the Treasurer that he is prepared to give the principal parties some additional opportunity to work this out before he effects the allocation change that was spoken of in the provincial budget of October 24, 1985. He will speak more particularly to that this afternoon.

Mr. Chairman: You might want to change your words about a holdback on allocation. We all know what that means out in the public.

Hon. Mr. Conway: I certainly do not mean to suggest that there is going to be any holdback. The Treasurer's communication, which I do not have at hand, has made it clear that he is prepared to give the principals an opportunity to continue, an additional opportunity with respect to time to see if they cannot work this out. That is not to say that the funding of either the university faculty or the institute is going to be in any way affected or detracted from as a result; far from it.

Mr. Chairman: It is not surprising that this morning you are wearing your cabinet hat rather than your Minister of Education hat, or so I believe, because you have taken as a given the fact that the U of T and OISE will

merge. That runs through your whole presentation. Do you have any comment on that?

Hon. Mr. Conway: I clearly respect and try to the very best of my ability to operate within the rules of cabinet government, which is no secret to any of you, I hope. It is quite clear that the Treasurer on behalf of the government announced a policy in his October budget, but he has indicated, and I hope I have indicated, that we see an opportunity to allow the discussions to take place in a way that can bring about the desired objective, and I hope will do so in respect of the interests of the principals involved in this relationship.

Mr. Chairman: I think you can understand the problem we are having. The whole move is lacking in rationale. We cannot get a handle on any rationale for doing what is proposed except the elimination of duplication. In all the questions the committee has asked, we cannot see any significant elimination of duplication. Some people try to put figures on it, but that just has not happened.

At the beginning of your remarks you talked about specific objectives; we do not know what they are. You talked about linkage; we understand a little bit about that, but we find great difficulty with the governing structures of the two bodies: OISE with a board of governors and U of T with a governing council. As chairman, I must also underscore the point that has been raised by some of the committee members about the feeling about U of T when you get outside Metropolitan Toronto. If you have not heard that, I will send you a little reading material on the subject, which you can peruse at your leisure.

I have to say, however, from what we have found I do not think I am mistaken in saying to you that it is change for the sake of change. I do not for a minute disagree with OISE when it says it is worried about its future. The Treasurer and others had OISE as their favourite topic many times during the past 20 years. Like anything else starting from go OISE had some problems initially and those were vividly brought to our attention in the Legislature, but it has by example increased its value to the community. Its example--I cannot think of the right word--but it is a very highly rated group among the teaching professions in Ontario, Canada and worldwide. I am not naming any particular institute when I say I do not think you should throw OISE to the wolves, but I am afraid that is what you are doing.

11 a.m.

Hon. Mr. Conway: I take very seriously the counsel you provide in this connection. I do not want to leave anyone with the wrong impression about how hopeful I am that the two institutions, that is, the faculty as part of the U of T and the institute, can move forward in a way that will resolve many of these issues.

I want to be clear again just so there is no confusion about the point you raised at the outset. The Treasurer has indicated his willingness to delay the timing of the fiscal transfer which is what he spoke of in the initial budget. As I understand it, he has done so in the hope of allowing some additional time for the principals involved to facilitate the issues surrounding this whole relationship.

The Treasurer will speak to that later this afternoon, but I want to make it clear that the Ministry of Education and this minister recognize our responsibilities and we will try within this opportunity. I believe we will

succeed in ensuring that the change takes place in a way that provides for those particular activities that the institute has so ably discharged on our behalf over the last number of years.

Ms. Bryden: I have one other question. You mentioned that you and Mr. McKessock have each been here 11 years. I too am a member of the class of 1975. I think in those 11 years I have admired your growing contribution in the Legislature, as well as Mr. McKessock's. I think all of us have learned in those 11 years that many decisions of cabinet and proposals in the Legislature have been modified on sober second thought. I think what Mr. Wiseman was suggesting was that perhaps this might be a time for sober second thought.

In particular, I am worried about the need that you have for assistance from OISE and from their outreach people in carrying out your transfer grant priority areas, which Mr. Allen mentioned, particularly the needs for special education, which is a new responsibility; the special needs for French-language education; for English as a second language and French as a second language programs; and for agencies and boards doing adult and continuing education. Those are areas of research for education transfer grants. Is it correct that any services that are provided by the OISE regional centres in carrying out of that research are not covered by the research grants and are entirely out of OISE's budget?

Hon. Mr. Conway: Again, that gets into the particular budget allocation at the institute. I would really have to get Dr. Shapiro or someone from the institute more particularly explain how that gets worked out in the particular, because I am not competent at this point to answer that. What is important for me to indicate is that the institute and the ministry from time to time discuss priorities that we agree upon as being desirable and that those in a sense represent the mandate against which we expect the block grant to be applied. How that is done in the accounting of the institute and whether that covers all of that mandate, I cannot easily answer, but certainly we or someone from the institute can provide that. If you will allow me to take that as notice, perhaps I can give you a more complete answer on that at a date not too far in the future.

Ms. Bryden: That might be useful. On Tuesday we also heard about another OISE initiative called Assisting the Development of a Psychoeducational Clinic, which is helping to train people in doing assessments for pupils who have learning problems of different kinds. It has been going for only two and a half years. It is entirely funded by OISE. There is a question of whether a new and very valuable organization of that kind would be continued if the University of Toronto was making the budgeting decisions, and yet it is integral, I would think, to the operation of the schools under your jurisdiction.

Hon. Mr. Conway: Again, we allocate a grant with a set of objectives and a mandate that is worked out between ourselves and the institute, and that has been done over the years. Obviously, as in any case, we would allocate departmental funds to the institute or anyone else within the framework of the Ministry of Education objectives. We would expect that any allocation, whether it be to the institute or anywhere else in the educational community, would to the greatest extent possible achieve whatever it is as a matter of public policy we want to see done.

Ms. Bryden: I may be wrong, but I understood they are entirely funded by OISE and not by the Ministry of Education at the moment.

Hon. Mr. Conway: On some of those particular budgetary items, I think it is important and something I would like to take as notice. I do note the clock. I do not want to be rude in any way, but I have an 11:30 engagement which I have to attend.

Ms. Bryden: I have one concluding question, which will be very short. I gather you have a feeling that it would be good for OISE to maintain its affiliation with the University of Toronto, which would allow it to give University of Toronto degrees.

If that power is granted only on the condition that OISE becomes part of the University of Toronto and will be subject to decisions of its board of governors on how much money is allocated to OISE out of the total revenues received by the university, are you not concerned that a great many OISE programs may be either curtailed or held at the present level when they need enhancing? Is that not really the crux of the issue we are facing today? How can OISE expect, in all the competing demands within the University of Toronto, to have its needs fully recognized, which we have found in our hearings to be so very important to the province?

Hon. Mr. Conway: I want to be very clear on the first point. Without any hesitation, I repeat that I see a natural community of interest between the OISE and the University of Toronto. I do not want to leave any confusion on that account.

Having said that, the how of the changed relationship will have to be worked out. I recognize, not without some difficulty, because they are not always exactly coincident concerns or objectives, there is an awful lot that these two institutions, the institute and the University of Toronto, can do together within a framework of mutual respect and understanding for Ontario.

Heaven knows, during the last number of years, we have had quite an active debate in the post-secondary sector in this province about how new arrangements might be struck. I do not want to bore you with the alpha and the omega of that debate. However, I think we certainly could do so very easily.

I think of my predecessor, the Minister of University Affairs, back some 15 or 20 years ago when the institute was being created and some of the other new structures that were being put in place at the university level, some of which were railed against, I am sure if I were to go back and check the record. In the final analysis, however, some new structures were established. On the basis of consideration and reflection, they have gone on to serve the province rather well.

Mr. Allen: I do not want to detain the minister, but I do want to underscore briefly a couple of items. In its latest resolutions, OISE made it plain that the problem does not lie at the question of working out some mutually enhancing arrangement with the University of Toronto around the faculty of education.

The problem, which I am sure you must recognize from your years as critic of the Ministry of Colleges and Universities, is a merger which eliminates the autonomous character of OISE, which it currently has, and throws it within the context of the larger university budgetary dynamics at a time when the university system in which the University of Toronto participates is massively and remains massively underfunded, regardless of what your government has tried to do in the last year.

Nothing you will be able to do in the scale of the last year over the next five years will dramatically change that. Therefore, the consequences are that for OISE and what it does, this is essentially a one-way street. The president of the University of Toronto gave us no reason whatsoever; in fact, he quite pointedly said in response to our questions that there will be no new money that can be expected from the university's budget to go in the direction of the faculty of education. There will be no new resources. They could not possibly see themselves moving in that direction. Autonomy could not be given on the analogous basis of a college or what have you within the structure. He repudiated that. He has said that the repetition of a board of governors structure of OISE would not be acceptable within the University of Toronto. He has continued to insist that the discussions take place within the context of government policy, which is merger.

The problem comes back to the fact that the Treasurer rubbed the sacred lamp of Darcy McKeough's special program review and brought forth a genie which has produced, not the genius of discussions but something that has totally bedevilled them. The problem therefore is not the question of people being nervous about change. People we have talked to are involved in change all the time. They are concerned about the specifics of this change and they cannot see any other consequence but what they have spelled out to us and what we have tried to relate to you.

I do not want to ask you questions, but I want to underscore all that. I hope you take those elements seriously. Also, Mr. McKessock's important question was not that it might be possible to fold the research regional centres into regional offices, but that there is a unique role as a result of the interplay with OISE and its whole research activity, which your ministry could not duplicate. If you can find some savings in your own regional offices, that might warm the cockles of Mr. Nixon's heart. The notion of somehow or other, à la Mr. Wiseman's question, that you would be able to duplicate the regional research offices of OISE without re-creating OISE is a figment of anybody's imagination. That is what we thought we were told about that.

Hon. Mr. Conway: I appreciate the opportunity to be here this morning, and I shall carry with me the import of a very useful two hours and five minutes of discussion.

Mr. Chairman: Thank you. You did drop in on us a couple of weeks ago and you made some reference to the fact that you might be getting married; so we will let you get to the church on time.

The committee recessed at 11:12 a.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85

THURSDAY, APRIL 17, 1986

Afternoon Sitting



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South, L. (Frontenac-Addington L) for Mr. Knight

Clerk: Deller, D.

Staff:

Gardner, Dr. R. J. L., Assistant Chief, Legislative Research Service

Witness:

From the Ministry of Treasury and Economics:

Nixon, Hon. R. F., Treasurer of Ontario and Minister of Economics and
Minister of Revenue (Brant-Oxford-Norfolk L)

LEGISLATIVE ASSEMBLY OF ONTARIO

STANDING COMMITTEE ON GENERAL GOVERNMENT

Thursday, April 17, 1986

The committee resumed at 2:04 p.m. in committee room 1.

ANNUAL REPORT, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1984-85
(continued)

Mr. Chairman: May I have your attention, please? This afternoon's session is to discuss with Mr. Nixon the initiative he proposed in his budget, which set out in very short form a step towards eliminating duplication in the public sector. The government will transfer the Ontario Institute for Studies in Education to the University of Toronto.

Mr. Nixon, I invited you to sit beside me and you prefer to sit beside Mr. Hennessy.

Mr. Hennessy: I do not blame you. I would do the same thing. I feel the same way as you do.

Mr. Chairman: Do you have any comments you wish to make initially, or do you wish to listen and answer any questions?

Hon. Mr. Nixon: I would prefer to respond to the questions and comments from the committee, if that were suitable. The questions might elicit some of the same information as if I make a statement. It might be more efficient if I responded to the questions and comments of you and your members.

Mr. Chairman: Your experience is showing.

Mr. McFadden: Mr. Nixon, your name has been spoken many times in recent weeks in and around this committee and in various letters I have received. I guess you can see that some of your admirers are in the crowd here today.

Hon. Mr. Nixon: Some of my best friends are graduates.

Mr. McFadden: Over the years, as the Minister of Education (Mr. Conway) stated this morning, there have been debates in the House about OISE and its role in education, the quality of instruction and so on. This morning Mr. Conway described OISE as a fine, internationally ranked facility. Could you share with us today your view of the attainments and reputation of OISE?

Hon. Mr. Nixon: I really have no way of rating it. My own feeling is that its accomplishments would have been greater if it had originally been part of the University of Toronto.

Mr. McFadden: Could you elaborate further on that?

Hon. Mr. Nixon: I was Education critic here when the OISE bill was introduced by the then minister. I am sure all the members of the committee have looked up the debates in Hansard going back to that original one on OISE, because it was a subject for discussion almost every year during the Ministry of Education estimates.

I read my speech on the introduction of the bill and I can remember feeling and stating then that OISE would lack a certain stability not having degree-granting privileges and having to turn to the University of Toronto for those degrees. At the time, I think I used the phrase "lack of stability" as one of the problems that might be experienced.

Over those years, I believe the board of OISE has had to negotiate with the board or the administration of the University of Toronto for the extension of the university's degree-granting rights. These were never granted outright, but only for a limited time, usually a three-year period.

During parts of the history of OISE, public concerns were expressed--never by me, as I recall--about the inadequacies of the instruction. From the kinds of opinions that have been given to me, and with my very strong feelings of respect for the chairman of the board and what he has been able to accomplish, I have no concerns whatsoever about the adequacies of the academic standards. However, even after the original debate, there were criticisms of the efficiency and effectiveness of OISE. I think that is natural. Over a 20-year period I believe it has improved its qualities and its reputation, so I have no reason to doubt its capability.

2:10 p.m.

Mr. McFadden: One thing that has struck me since the budget proposal came out in October has been the tremendous outpouring of support for OISE, and not only in terms of our various committee hearings, which you have probably heard about. Every witness we have seen has supported the preservation of OISE as an independent institution, at least as it is now constituted. There has been an outpouring of letters from ordinary teachers, administrators, trustees and educators not only from Ontario but also from across Canada and around the world. Those are in addition to the petitions that have been presented.

While there might have been some initial reluctance about the organizational structure and its relationship to the University of Toronto, it seems that during this period a viable and excellent institution has grown. It has developed its own character, which is appreciated by educators, administrators and so on throughout the province--and for that matter, around the world--for a wide variety of its programs.

The budget stated that the reason for the proposed transfer was the elimination of duplication. I wonder whether you could outline for us the areas in which you feel there is substantial duplication that could be eliminated. I am referring to duplication that is sufficient to have required a budget statement.

Hon. Mr. Nixon: A brief answer is that at the present time, there are two boards. If I were able to transfer the funds to educational research through one organization and have it administered by one organization, I believe that would eliminate duplication and save money.

Mr. McFadden: It is interesting that you pick on the board. I recall that you mentioned it in the House three months ago. The information we are getting from everywhere in Ontario is that the existence of the board of governors is one of the real strengths of the institute. By its very makeup, the board is broadly representative of the whole education community: trustees, directors of education, teachers and so on. The board ensures that the programs of the institute reflect the needs and concerns of education throughout Ontario. The loss of the board would hurt that objective.

It seems to us that, far from duplicating efforts, the board of governors and the way it functions are what make the institute so strong and relevant to the education community. The governing council at the University of Toronto certainly would not do that.

Hon. Mr. Nixon: I disagree with that. The University of Toronto is a world-class institution. I feel the faculty of education at the university has suffered by the fact that it has been decapitated or never had a head. It did not have the ability to undertake the research and post-graduate work in education that would have been available to it if the commitment to what is now OISE had been made through the university.

In a sense, I suppose I have a conflict of interest in that I am a graduate of the old Ontario College of Education. I am one of the few people who felt it was a worthwhile year. It led me into a career I found to be valuable and productive, not in the same sense that a person going into the teaching profession now would find it productive but in ways that were at least as valuable.

I find unacceptable the objections expressed by people in the community about the board of the University of Toronto. Their objections reflect what they consider to be the deleterious effects on education research and on the involvement of the community because the board of the university would be involved. I do not agree with them; I do not believe them.

Mr. McFadden: Are there areas of duplication besides the board of governors? As I understand it, the cost of running the board for a whole year is \$70,000. I gather this consists of only the travel costs to get the governors to Toronto. Are there any other areas, or is it really the elimination of the board?

Hon. Mr. Nixon: Not that I can refer to in any useful way.

Mr. McFadden: Over time we have had an evolution in the rationale behind the proposed merger. In the budget, reference is made to the elimination of duplication. I note in recent correspondence that the elimination of duplication has not been referred to at all. In correspondence with the chairman of OISE, a copy of which correspondence we received as an exhibit for this committee--and copies were sent to various people--it was stated in your letter of January 8, I believe, that the underlying reason for transferring OISE to the University of Toronto was that you felt it would ensure that teachers and students would be better served, because there would be a more permanent institutional relationship between OISE and the U of T.

Could you elaborate further on where you feel OISE is falling down in its service and could be strengthened by such a transfer, or are you simply saying that the University of Toronto is falling down and therefore needs OISE to provide better service? What are we talking about?

Hon. Mr. Nixon: The reason for the budgetary decision was cost and efficiency. Any changes in the letters, and there have been a lot of them, have been in response to views expressed by the many people, to whom you have referred, who have written to me on the matter. I followed up with those letters. To be frank, many of the responses have been routine. I cannot possibly dictate individual ones for all these hundreds of letters, but I have had to respond to new views. To defend my decision, I have had to add other reasons in response to reasons put to me. I do not apologize for that.

Mr. McFadden: We have received evidence from several knowledgeable people, including Dr. Smyth, who I understand is an expert and who has a tremendous reputation in the area of education and organization, that smaller institutes such as OISE provide services more efficiently and effectively than large institutions. His view is that experience would indicate that the objective you set out would not be achieved by the transfer to the University of Toronto.

I do not know whether you have had a chance to talk to Dr. Smyth or to a couple of the other witnesses who have come here, but there is a whole new trend in management theory to the effect that smaller institutions, companies and so on work more efficiently and that larger units often do not work or provide service as well.

Hon. Mr. Nixon: I had the advantage of reading the news report of Dr. Smyth's comments.

Mr. McFadden: He is right behind you.

Hon. Mr. Nixon: I doubt that.

Mr. McFadden: He is--physically. We are not supporting you.

Hon. Mr. Nixon: I had the Hansard of that meeting readily available to me. I suppose my own views on this were formed by other eminent authorities, probably the most eminent being W. Darcy McKeough in his famous report, which I am not going to bother you with since you are all very familiar with it.

Mr. Hennessy: Is Darcy McKeough in the government now?

Hon. Mr. Nixon: What are you smoking?

Interjections.

Hon. Mr. Nixon: I, for one, retain a good deal of respect for Darcy McKeough's opinion.

Mr. Hennessy: He does for you too.

Hon. Mr. Nixon: That could be. I certainly recall his report to the House, which was always referred to by the government of the day as the Henderson report when there was anything in it that it did not want to do and as the McKeough report when there were things that it wanted to do--not very many, but a couple of things such as that.

Mr. Wiseman: Things have not changed, have they?

2:20 p.m.

Hon. Mr. Nixon: That is right, but the report was very clear, and it was on the basis of saving money and efficiency that OISE should be transferred to the University of Toronto, the building should be rented and the furniture should be sold. I can remember thinking at the time that Bill Davis would not accept that, whatever its reasonableness, but I did. It was debated and I said it was a good idea.

In the various reports and comments since then, both public and private, I have indicated I felt that I as the critic and my party were strongly in support of educational research. As a matter of fact, my speeches before OISE ever came in probably initiated the very thought process of the then minister to undertake to institute OISE. I may be wrong in that.

On the basis of efficiency and saving money, I disagree with the good doctor who is behind me and I agree with the Treasurer of the day, who might have been looking at it not as a modern-day psychologist but as a person who is responsible for the spending of public money. In that connection, perhaps Mr. McKeough and I were looking at it from the same perspective.

The Marsden report, which was a bit later--at that time I was not involved as a critic; far from it--did not go as far. It indicated that programs in education in the faculty of either the university or OISE ought to be brought together so there would be undergraduate work, research and graduate work. This made a lot of sense to me. I am not sure Professor Marsden made it clear that it all should go to the University of Toronto. She said it should go together. I agree with her, but my judgement is that it should go together at the University of Toronto so that we do not have a duplication of administration.

Mr. McFadden: How many years old now is the Gordon report or the McKeough report, however you choose to refer to it? When did it come out?

Mr. Allen: It came out 11 years ago.

Mr. McFadden: It is 11 years old now. Do you not think things have changed in 11 years?

Hon. Mr. Nixon: They may not have changed so much from the standpoint of the Treasurer of Ontario, except that there is even more pressure on me to fund post-secondary education with more dollars than there was on Darcy McKeough then. Those were the palmy days when we were finding hundreds of millions of new dollars for the colleges of applied arts and technology and for expansion of the university system. Those were the days when the government could hardly find ways to get rid of its money.

Now we are under tremendous constraints. The government of Canada is withdrawing from its historic position to fund half the cost of post-secondary education. It has announced quite clearly that this year alone the transfers for education and health will be about \$120 million less than what would have been expected under the formula. As a matter of fact, the reductions in transfers from the government of Canada during the next five years will total \$2 billion, with about \$750 million in the fifth year.

Things are tougher for me in financing post-secondary education, health services and everything else than they were for W. Darcy McKeough. While things have changed, if anything the responsibility of the Treasurer to see that dollars are effectively spent has been sharpened.

Mr. McFadden: That raises a major concern in my mind. We have identified so far that the duplication you propose to eliminate is the board of governors. That is \$70,000. I am not minimizing the importance of \$70,000.

Hon. Mr. Nixon: Larry said it would be nearer \$200,000. That is the figure I have been using.

Mr. McFadden: Chairman Jones provided me with the figure of \$70,000 in this committee. You are now saying you are looking towards some major economies. Are you saying this is all part of a major rationalization cutback and that we are not talking about the elimination of just a board and leaving the budget intact? Are you suggesting that this is just the cutting edge of what is probably going to be a fairly major cut somewhere?

You have used words such as "efficiency," "streamlining" and so on. My understanding is that OISE is very tightly managed on its existing budget. I am not aware of any allegations that it has been wasteful in its spending. If I understand what you just stated to us, you anticipate that in the years to come, less money than now will be committed to studies in education.

The only duplication you mentioned eliminating is the board of governors. What else are you going to eliminate in order to achieve your budget objectives if what you are seeking is cuts?

Hon. Mr. Nixon: Before any answer might be an implication that I accept your premise, let me say that my commitment on this from the first is that there will not be less money allocated for education research. I am not going out on a limb in saying that my best efforts at economies will not result in a reduction of transfers from the Treasury of Ontario to the post-secondary level; quite the contrary. I think you are aware that our commitment to improving the quality of education after so many years of its restriction is a real one.

I have often felt, and I feel it very strongly the more I examine my responsibility as Treasurer, that the deficit of this province is not only in dollars owed but also in the inadequacies of the maintenance of much of the infrastructure in post-secondary education, hospitals, municipal facilities, highways and many of the programs that I believe have been inadequately funded during the last decade or 15 years. Therefore, I reject out of hand any thought you might have that this program is going to result in a reduction in transfers of dollars, because it will not.

Mr. McFadden: You are talking about transfers of dollars to the University of Toronto.

Hon. Mr. Nixon: I can assure you that in the transfers there will not be a reduction of the government's commitment to funding research in education.

Mr. McFadden: Is it your view that, if OISE were transferred as it now is and were to be a part of the faculty of education, the \$28 million that is now spent in the studies of education--

Hon. Mr. Nixon: Is it that much?

Mr. McFadden: The total OISE budget comes to \$28 million out of a total education budget, I should point out, approaching \$7 billion. I am not minimizing the importance of \$28 million. On the other hand, it is important to have an institution that is perhaps trying to assure that the \$7 billion is spent well and wisely in terms of the quality of education in the province. Are you suggesting that the \$28 million now available to OISE would be made available in a merged institution for the purposes for which it is now spent?

Hon. Mr. Nixon: I am not prepared to guarantee anything except that the amounts from the Treasury will not be reduced.

Mr. McFadden: I have had figures provided to me in a printout from the University of Toronto's faculty of education, for example, that indicate the total revenue attributable to that faculty. Fees, provincial government grants and so on total approximately \$17 million and the amount of money actually spent on running the faculty of education--in the years 1982 and 1983, at least--was \$9 million. Do you have any reason to believe those figures are incorrect?

Hon. Mr. Nixon: No.

Mr. McFadden: We might expect that, even though the province might be providing the same amount of money, instead of \$28 million being available for these studies in education, as they now are under OISE, we could drop down to \$18 or \$20 million. That could happen, could not it?

Hon. Mr. Nixon: I cannot comment on that other than to say that other efficiencies would take place. I have already referred to the fact that I feel a faculty of education such as the one at the University of Toronto would greatly benefit from having greater research and post-graduate capabilities than it has, and that it should have them as a world-class university. At the same time, and I am probably the only one in the room who believes this except for Mr. South and a couple of other good fellows--

Mr. South: I am glad you mentioned me.

Mr. Wiseman: He missed the hearings, unfortunately.

2:30 p.m.

Hon. Mr. Nixon: I also believe it would be to the benefit of OISE to be directly associated with the University of Toronto and all the ancillary aspects of it. I have seen the view you have expressed attributed to you a number of times: If it came under the ambit of the University of Toronto, it would end up losing transfer payments. I hope that is not true. Probably the average cost would be somewhat similar. If you look at the average salaries of the professors at OISE, they do not suffer in comparison with the professors at the University of Toronto or any professors in Canada, by a factor of \$3,500.

All these things do not concern me directly. I do not pay them. What I do is argue with my colleagues in cabinet over the allocation of limited resources. I listen to the Premier (Mr. Peterson) say publicly and to me that post-secondary education is a priority for improvement. We have to make up for the inadequacies of the past that are brought to our attention on a daily basis.

We are prepared to do that. Part of that makeup is to do whatever we can to improve the productivity of our scarce dollars that are allocated to post-secondary education. We are not moving in and saying they must do this and do that, but it is my intention to do the best I can to stop the duplication that I think tends to be an inefficient use of public dollars.

Mr. McFadden: In our research on this with witnesses we have yet to have a witness come before us--whether a director of education, a teacher, an academic or someone from industry--who can even identify a duplication between OISE and faculties of education anywhere in Ontario. We have gone from one area to the other and asked about that. In terms of the services provided, the quality of the inputs and so on, nobody is providing what OISE is doing. I

suggest to you that the only duplication you might have is with the board of governors, as you have already stated.

Hon. Mr. Nixon: I have stated that.

Mr. McFadden: Yes. Where is your economy there? Outside of the fact that U of T is going to reallocate the money for some other purpose it may need the money for, I do not see the benefit to the system of education. I know it is going around in a circle.

Hon. Mr. Nixon: Right.

Mr. McFadden: Let us move to another area. One of the things that struck everybody on this committee from every party--not just from our party or from the New Democratic Party; members of your caucus were also impressed--was the tremendous amount of goodwill towards OISE, in particular outside Toronto. While it is well received in the city of Toronto and in Metropolitan Toronto, I would say the strongest personal feelings in favour of OISE come from outside Toronto: the Ottawa valley, northeastern Ontario, northwestern Ontario and southwestern Ontario, including a gentleman the other day who came from Brant county.

Hon. Mr. Nixon: The vice-chairman comes from Brantford.

Interjection: He is working.

Hon. Mr. Nixon: He is working. He has to be the only one.

Mr. McFadden: You had better quit while you are ahead. Where is your bodyguard?

Mr. Hennessy: Mr. Conway did better.

Hon. Mr. Nixon: There has to be a politician in every party.

Mr. Hennessy: He is a better stickhandler than you are.

Mr. Wiseman: Do not put him on the Toronto Maple Leafs, Mr. Hennessy.

Mr. McFadden: The one thing that came through was a tremendous feeling for the quality of the practical service OISE provides to educators across Ontario.

Hon. Mr. Nixon: I am very glad to hear that. We are spending a lot of money on it.

Mr. McFadden: That is right, and I would suggest it is money well spent.

Hon. Mr. Nixon: I am not suggesting that it be reduced.

Mr. McFadden: The other thing that really came through was a tremendous amount of unease--and I am putting that mildly--about the transfer to the University of Toronto. People are not necessarily against the University of Toronto per se as an institution, but the fact is that people outside Toronto, let alone in it, do not feel in any way secure about what would happen if the governing council and the president of the University of Toronto were making decisions on the future of the field office programs throughout Ontario.

I noticed in your remarks, but I have also been very conscious of the remarks of the president of the University of Toronto, that the big focus in this whole transfer is research, what is going to happen up on Bloor Street and all this potential synergy between OISE and the faculty of education. In what Dr. Connell says, I find precious little mention of the field offices that are so vital to the future of education in Ontario.

The people out there in the education field do not want this transfer. They do not feel that in the long run the University of Toronto is going to be sensitive to their needs, although it may be for a year or two. In fact, I would say the Minister of Education certainly--talking about stickhandling--by implication made it clear today that he would have to pull some strings or something to ensure that somehow the field program remained in place. What I cannot understand, for example, is when it was said that there was going to be efficiency. That field office program is run efficiently; it provides a good service to Ontario, and the people outside are worried it will disappear.

I have asked the president of the University of Toronto what his attitude on it was. At very best, his answer to me was evasive, obtuse or vague. The education community in Ontario is going to need assurance from the province of Ontario that this essential service is not going to either disappear over time or be reduced tremendously in importance. It seems to us, on the basis of our hearings, that this is virtually inevitable if the future of the field offices is in the hands of the governing council of the University of Toronto, with all the other financial considerations and academic concerns it has.

Hon. Mr. Nixon: I cannot give a guarantee that it will be maintained. I would point out that the Ministry of Education does have regional offices with consultants, and that all of the directors of education, most of the principals of the schools and many of the senior staff are graduates of the institute and would have good and close relationships with it. It would not be for me to decide where duplication would exist, other than as I have already described it. I would also agree with you that many people have written to me; I would say that 35 or 40 people have written to me, talking about how good those field offices are.

I would simply point out as Treasurer, and even as a former teacher, that the Ministry of Education has at least some residual responsibility for providing assistance and liaison with the facilities that are funded with provincial funds. That is not meant to be evasive or obtuse; it is just an observation.

As another observation, when you invited me here for two o'clock, you indicated that I would be here for three quarters of an hour. I do not mind that and I certainly can stay until three o'clock; after that I am going to experience some problems. I suggest you might want to use your authority in this connection.

Mr. McFadden: I am sorry. I did not realize the Treasurer had a limited amount of time. I will ask just one question and then pass it on to my colleagues elsewhere. We made the point on the field offices. I am sure it will be pursued by others.

I had one other question for you. Dr. Shapiro has made very clear his commitment to OISE having independent degree-granting status with some form of long-term affiliation agreement with the University of Toronto. I notice that Dr. Shapiro has been appointed by the Premier to be the new Deputy Minister of

Education. Might his advice and insights as the potential new Deputy Minister of Education not be the most valid approach to follow?

Hon. Mr. Nixon: I cannot comment on its validity. I have some views on whether his suggestions are going to be followed. I, for one, would not be keen to establish another degree-granting institution. I would consider that duplication, since the University of Toronto does have the power. In the past, that power has served OISE on a reasonably good basis, except that it has had to be renewed on a regular basis for reasons that I think we are all aware of.

Mr. Chairman: Incidentally, I am sorry that your message about three quarters of an hour was not conveyed to us.

Hon. Mr. Nixon: I thought that was the arrangement and I have made other arrangements. I will do my very best to stay as long as my responses are relevant.

Mr. Chairman: That is quite an invitation.

Hon. Mr. Nixon: Yes. Actually, I may have overstayed that.

Mr. Allen: As the Treasurer will hear from my voice, I may not be able to press it much beyond his staying time anyway, but I shall do my best to make myself heard.

I would like in the first instance to take you back to your first comments in the House on this institution, in which I believe you said, "I have made the point that this new institution will be very much under the control of the minister." What is striking there is an obvious interest in the autonomy of the institution.

Hon. Mr. Nixon: You did read it. You and I are the only ones.

Mr. Allen: What has struck us all is that in the light of that very helpful and useful beginning, you then somehow turned the tables and started moving in another direction when you became Treasurer.

Hon. Mr. Nixon: May I interrupt for a moment? The implication is that its autonomy would be lost as a part of the University of Toronto. I do not accept that. There are many institutions under the umbrella of the University of Toronto, and no one has ever said for a moment that their autonomy was somehow less than sufficient in a modern academic community. I do not want to allow that premise to get too well established.

Mr. Allen: I will come back to that. What I want to underline is the irony that then in the October budget, your first budget, you intervened so directly and so heavily as a minister in the possible future course of that institution--and indeed, I would say in that of the University of Toronto as well.

May I ask you a question with regard to what I find to be a striking contradiction in some of your testimony in response to Mr. McFadden? On the one hand, you go back to Mr. McKeough's famous study and document time and again in justification and refer to it as an exercise in saving and in efficiency. On the other hand, you tell us that now, as Treasurer, you are having to deal with problems in hospitals, universities and institutions across this province whose physical plants were not even kept up over the past 15 years.

What I find odd is that the very document you refer to as a model of savings and efficiency was one of the principal instruments by which the last government withdrew from transfers of funds in the hope that other people would take up the costs of maintaining everything from physical buildings through to operational grants and what have you. With respect, I do not think you can have it both ways with regard to that document, can you?

Hon. Mr. Nixon: We can discuss that document at length. As a matter of fact, very few of the recommendations were accepted. The one recommendation that was accepted was the one that said there should be no more regional governments. The government of Ontario said: "What a good idea. We are going to stop regionalizing," because Mr. McKeough found they were unduly expensive, such as the regional government of Hamilton-Wentworth. That was the one thing that came out of that which more or less changed the direction of public policy.

We had a little discussion about Darcy McKeough's approach to this. I said long before I became Treasurer that he was one of the best Treasurers we had had. He was a hard-headed guy who was quite prepared to use his position when it was time to act to save public funds or to establish policies that would lead to savings or efficiencies. His directions were there. They happened to coincide with my views then and they coincide with my views now.

The other recommendations--and I cannot remember what they were, except the regional government one--were not really a part of my thought processes. I am not sure whether I am trying to have it both ways or not, but I want to have it this way.

Mr. Allen: Let us say that the lesson learned was a lesson in not trying to combine your administrations and to expand your bureaucracies and, in fact, that is what you are suggesting with regard to--

Hon. Mr. Nixon: The University of Toronto is like regional government.

Mr. Allen: You are not tolerating the differentiation process that develops institutions such as this out of a process of evolutionary experience. Now that it has proved itself, you want somehow to fold it back into the bureaucratic, homogenizing system of a big university. I do not think it necessarily works.

Hon. Mr. Nixon: We differ in opinion in that.

Mr. Allen: I do not think so.

Has the Premier forwarded to you a letter from Professor Jerome Brenner, who is the Mead professor of the graduate faculty, New School for Social Research in New York? He has a great deal of experience with institutes in the academic world and in the field of education in particular. He writes:

"I feel that I must emphasize the importance of caution in any change that would affect the structure of the functioning of this institute. It has succeeded where many other institutions have failed, and its loss would be a loss to the world," etc.

One of the widespread observations about this institute is not just that it has done good things but that somehow or other it has managed to combine a number of elements that have not normally been readily accomplished in and by

traditional university institutions. It is precisely the degree of autonomy that it has and the unique combination of research, graduate training and field work--and again I emphasize that the research of this committee, the research of our research officer and the comments of this gentleman and others indicate this--that are not normal or typical of these kinds of institutions when fielded in and through traditional universities. Does that point have any resonance with you?

Hon. Mr. Nixon: I am interested to hear it. There are a variety of opinions. It does not change mine.

Mr. Allen: I would like to pursue some of these questions a little bit further, but there are some constraints on time, obviously.

With regard to the question about boards of governors, I think you skated a bit around Mr. McFadden's question, if I may say so. He asked whether the board of governors of the university and the board of OISE duplicated each other and whether the board of OISE was not necessary to the essence of what OISE was. You said you thought the University of Toronto was a world-class institution and could surely manage OISE satisfactorily.

That was not the question. The question was that the board of governors of the university is not a policy-making board. Somebody has to make policy for OISE. The policy-making function is best done by a representative board that represents the major sectors that OISE services. I think you would agree that this is a wise principle. It is common to boards everywhere that governments try to establish.

2:50 p.m.

Hon. Mr. Nixon: The board of the university is widely representative, is it not?

Mr. Allen: Since the members of the OISE board of governors do not earn salaries, do not cost anything in terms of personnel and are a cost only in terms of the travel to bring them together, is it really a function of OISE that is duplicated by any other institution in the university? Would it not have to be reconstituted and redone in basically the same way at the same cost?

Hon. Mr. Nixon: I hope that would not be the case. I personally think the savings and efficiencies of unifying the boards both would have a positive effect on the university, which needs an improvement in its faculty of education, since it has been kept off significant research and significant post-graduate work, and would allow OISE to be associated with the university, which, as I say again and I do not apologize for it, is world class, and no one has ever criticized its autonomy. I think the judgements made in co-operation with OISE faculty and its administrative staff would be very similar to the judgements made in connection with the faculty of law or Victoria College. As I said before, there are a number of alternative ways in which--I hesitate to say "amalgamation" or "unification"--whatever the proper verb would be could occur.

Mr. Allen: With regard to those savings, as you refer to them, it is interesting that a person who has a considerable reputation in both public finance and business administration told us the other day that any corporate structure would find the savings you are referring to a remarkably good investment in the kind of thing that OISE does so particularly well. Even to be able to purchase the kind of reputation that OISE has at this point,

anybody engaged in the equivalent kind of acquisition in the corporate world would find himself singularly benefited by that kind of expenditure. That is a rather interesting comment from a person who comes from the world of business, where presumably savings and efficiency are of some consequence.

Hon. Mr. Nixon: I suppose the other side of that comment is that the acquisition, if you want to put it in those terms, on a business basis would be to the benefit of the University of Toronto, a principal provincial institution, and it would not be detrimental to the usefulness of OISE--far from it. I believe the two excellent facilities would be mutually complementary and mutually strengthening.

Mr. Allen: How can you assure us that that is the case when the president of the university himself will not do so?

Hon. Mr. Nixon: It is my judgement that it would occur.

Mr. Allen: This morning when we talked with the Minister of Education, he talked about the reactions to this proposal as though somehow they were concerns of people who were nervous about change. The reality of the matter is, as I am sure you recognize, that the degree of underfunding of the university system, and not least of all the University of Toronto, by a past administration, which you have inherited, has clearly created a state of affairs in the university that we all read about in the newspapers in references to the faculty of architecture and what have you. The university's own apprehension is that it is some \$47 million short of its real needs; it has an actual deficit of \$11 million.

How is it possible to fold an institution such as OISE into the structure of the university with the kind of budgeting demands and pressures that are there if you do not assure it autonomy and control over its own budget, which the president has said he is not prepared to grant or see happen? How can you then say this institution and its functions will not suffer?

Hon. Mr. Nixon: I have given the guarantee I am prepared to give, and that is that the funds for education research will not decrease. There is something in your lead-in to the question that prompts me to say I am very careful not to comment on the motivations of the people who are opposing the initiative I have taken. I presume, of course, that they are of the highest.

Mr. Allen: We have all tried to take that approach with regard to all parties in the dispute.

Hon. Mr. Nixon: I thought it should be raised anyway.

Mr. Allen: I hope you are not implying that my comments about the president were questions of motive. They were questions about statements of fact made here before us.

Hon. Mr. Nixon: No.

Mr. Allen: Finally, because I want others to have a chance to ask you a question, what does "merger" mean to you? What does the joining of these institutions mean to you?

Hon. Mr. Nixon: It means that instead of having two lines of commitment of public dollars, I will have one.

Mr. Allen: You are not telling us it is a matter of having a neater set of books.

Hon. Mr. Nixon: That is part of it, because it will lead to the kinds of efficiencies to which I am referring.

Mr. Allen: I can only say in response that all the testimony we have heard from the people who engage themselves with OISE is to the effect that, as the institute is structured now, it is a pretty ideal state of affairs in terms of the kinds of services they need from it in order to maintain the equality and adequacy of educational opportunity around the province, given the kinds of pressures and the new sophistication that the ministry lays on those boards, which they cannot otherwise cope with, and cannot cope with especially through the regional offices of the ministry. Those offices simply relay and express in the field what the ministry wants. They do not have the capacity to advise about implementation in any substantial sense of the word. The field says, "Leave it as it is."

Hon. Mr. Nixon: The status quo is usually defensible.

Mr. Allen: They have experience with all the faculties of education across the province, including that of the University of Toronto, and they have drawn their own judgements. Thank you.

Mr. Hennessy: You mentioned inadequate instruction. We have heard many comments from various people about OISE being inadequate. We made the tour and went to many places up in northwestern Ontario. We met hundreds of people, and there was not one person who said it was inadequate. They were all very concerned that a great loss would be sustained by the people if something of that nature were brought under the arm of the University of Toronto. I just cannot understand why you would make a statement of that nature. Numbers count. We have had 300 or 400 people say the opposite of what you are saying.

Hon. Mr. Nixon: I have already indicated to you that the pressures on me for post-secondary funding are very great. My instructions are, and my understanding of the policy of the government is, to improve that as much and in as rational a way as possible. At the same time, part of improving the funding is to improve the efficiency of the utilization of the dollars. In my judgement, the amalgamation of these boards in some rational way is desirable and fits in with that overall policy, which I believe will improve the effectiveness of both organizations and improve the efficiency of the public funds that are directed towards education research.

Mr. Hennessy: I was listening to the New Democratic Party. I imagine they have second thoughts about the accord. They are in a position now where they are caught between a hard place and a soft place--whatever you want to call it. They are in a position now where they cannot do anything about it. They cannot criticize very vocally. They are not the same as when the Conservatives were here. Then they were attacking us with hammers, knives, axes and everything, but now it is very diplomatic when they come to make their discussion. Things change, I guess.

What I am mainly concerned about is that that brings a subtlety.

3 p.m.

Hon. Mr. Nixon: Do you want me to comment on it?

Mr. Hennessy: I do not like being subtle, because--

Hon. Mr. Nixon: No, I thought the leadoff critics for both parties were well informed and effective. I do not know anything about the so-called accord that would in any way interfere with the freedom of action of anybody in any party.

Mr. Hennessy: No. I have never heard them say a bad word yet.

Hon. Mr. Nixon: Part of the agreement is that they can speak and vote on all of these things and it does not bring down the final solution.

Mr. Hennessy: Or the government.

Mr. Wiseman: They changed their minds.

Mr. Hennessy: Things have changed. I remember that when you were a critic, you were very vocal.

Hon. Mr. Nixon: Moderate, well informed, supportive--all those words.

Mr. Hennessy: Now you are sitting like the Pope on the throne. You know all the answers. I can name anything in this world, and you know what is going to happen.

Mr. Wiseman: That is not parliamentary, Mr. Hennessy.

Mr. Hennessy: That is all right. They got away with it.

Hon. Mr. Nixon: The pope of the United Church.

Mr. Hennessy: That is right.

Mr. Dean: That is what we have been needing.

Mr. Hennessy: All the people who are here would not be here if they were not concerned. This is an amalgamation, as you call it. There are a lot of ordinary people who are concerned about the guarantee of jobs and the possible loss of jobs. Will you guarantee that there will be no loss of jobs if it comes under the University of Toronto?

Hon. Mr. Nixon: I cannot make that guarantee, but I never heard of a professor being laid off, ever.

Mr. Hennessy: What if somebody is doing clerical work, and they say they do not need that person? The people with clout will not get laid off, but the average person, who does not know anybody politically or does not know the right person, is going to be laid off. They are going to say, "We do not need eight people here; we could do with four," or "Let us bring a computer in. We do not need anyone." Will you guarantee that there will be no possible loss of jobs?

Hon. Mr. Nixon: I cannot make that guarantee.

Mr. Hennessy: That does not help the people who are here. It does not help anybody, because once somebody takes over a new firm, changes are always made. They are made at the whim of one or two people, and the ordinary person suffers.

The reason this is taking place is that, if there is not enough funding for the University of Toronto, the treasurer at the top is going to say: "We do not need OISE. We can drop it and put the money into U of T programs." Charity begins at home. Naturally, if he is working for the U of T, he is going to think of the U of T first and not of the new people who are coming under his wing at that time. The people who are working for OISE are in jeopardy of losing their jobs.

[Applause]

Mr. Hennessy: Maybe I should sign the accord too.

Knowing you, that is the way you will operate, because you do not throw money away, personally or otherwise.

Hon. Mr. Nixon: That is one of the reasons I got the job, I hope.

Mr. Hennessy: You got the job because these guys supported you.

Hon. Mr. Nixon: That is another.

Mr. Hennessy: All right. I am just saying, to be honest--

Hon. Mr. Nixon: Mickey--pardon me, Mr. Hennessy--

Mr. Hennessy: It does not matter.

Hon. Mr. Nixon: Just listen a minute. Nobody wants to see anybody laid off. I am not going to give you a guarantee of something over which I have no control other than with respect to the base funding. I cannot give any guarantee of keeping the northern offices open or any of that stuff. I am saying I am not going to cut back on the money.

Just let me say this: The days when people were laid off in big swatches are long gone.

Mr. Hennessy: Where? You are talking about over in Libya or somewhere.

Hon. Mr. Nixon: In government and in universities. If somebody's job is redundant, a substantial effort is made to work him into other aspects of the organization. I cannot make that decision for the board of OISE or the board of the University of Toronto. I have made the commitment that I am not going to reduce the funding. I cannot do anything better than that--or at least, I am not prepared to.

Mr. Hennessy: That does not say you are not going to reduce the staffing.

Hon. Mr. Nixon: That is not my job.

Mr. Hennessy: In all fairness, you are the most powerful man. You are the number one man in that government. You may have a king sitting there, but you are the guy who makes the calls.

Hon. Mr. Nixon: Oh, come off that.

Mr. Hennessy: Do not tell me.

Hon. Mr. Nixon: Are you kidding? If I were the number one man, we would still be in opposition.

Mr. Hennessy: Yes, maybe so. You may still be in opposition, but you have to realize that there would not be as many people here this afternoon if they knew you did not have the final say. As the Treasurer of Ontario, you have the final say, and you know that as well as I do.

Hon. Mr. Nixon: I am glad to have stimulated so much interest.

Mr. Hennessy: You are not helping the people by saying you are not going to guarantee their jobs.

Hon. Mr. Nixon: I am doing my best to be sure the tax bucks, which we all pay, are used as effectively as possible. I say this in conjunction with our commitment to improve the funding of post-secondary institutions, in spite of the fact that our support from the federal level has already been reduced and will be reduced in the future.

I say it also in spite of the fact that we are starting from way back beyond square one in trying to catch up to where we were 10 or 15 years ago as far as our status across Canada in the per capita funding of post-secondary education is concerned. We have a long way to go. We are not going to do it in one year. It may take many years before we can say we have now resumed our primacy in Canada and in North America--not primacy in the world, but a position from which we can talk with pride about our funding of post-secondary education.

I can assure you that this funding and the evolution of post-secondary education have got to be with the understanding that I have as Treasurer, that the dollars are spent in an effective and efficient way. While you feel it is ultimately destructive that OISE comes under the jurisdiction of the board of the University of Toronto, I say again that I do not agree with you. I believe the board of the University of Toronto has administrative skills, it has autonomy and it has a world-class reputation that will enable both organizations to benefit from the amalgamation of these two important facilities.

Mr. Hennessy: On the other hand, we did hear from hundreds of people that OISE had the skills also. They all went to the same schools and the same universities. Therefore, they cannot be much smarter over on the hill here than they are sitting in this hall. People who have an education, if they go to college and get a degree, are all equal. There is just the idea that, with the flip of a coin, you will wind up in a better position. That is the way life goes. The idea is that a person with a good education sometimes does not get the breaks and does not wind up in a position.

I honestly think the people are concerned, and I have to be concerned myself because I know the bottom line is going to be that when you are sitting down figuring how much money we are getting, somebody is going to feel the axe and somebody is going to get the gas pipe.

Hon. Mr. Nixon: I hope not.

Mr. Hennessy: I hope not too. It is not being fair.

I have one final question. Mr. Grossman mentioned the \$28 million to you in the House and got only a smile, not an answer. It was better than nothing altogether.

Hon. Mr. Nixon: Wait a minute. What is the reference?

Mr. Hennessy: About the \$28 million. The saving is going to be only \$200,000.

Hon. Mr. Nixon: That was his number.

Mr. Hennessy: What is your number?

Hon. Mr. Nixon: I did not have a number.

Mr. Hennessy: You gave him a smile. That is what I am asking you.

Mr. Wiseman: It was \$70,000, I think.

Hon. Mr. Nixon: That is a significant amount of money, as far as I am concerned. C. D. Howe came from your home town, did he not?

Mr. Hennessy: I beg your pardon?

Hon. Mr. Nixon: C. D. Howe came from your home town.

Mr. Hennessy: He said, "What's a million?" You are saying, "What's \$200,000?"

Hon. Mr. Nixon: That is right.

Mr. Hennessy: You are a piker compared to him. In all fairness, I just hope you keep in mind that if it does happen, you have the last say; no doubt about it.

Hon. Mr. Nixon: I am not sure that is right. I think the Legislature has the last say.

Mr. Hennessy: Yes?

Hon. Mr. Nixon: Yes. Then, of course, there is a group beyond them.

Mr. Hennessy: We had a hell of a time getting you here. Never mind talking about--

Hon. Mr. Nixon: That is not so. I accepted your very first invitation.

Mr. Hennessy: I know, but in the House our party had to demand that this come before a committee.

Hon. Mr. Nixon: Is that so?

Mr. Hennessy: Thank God your partners were on our side.

Hon. Mr. Nixon: Just in case there is any misunderstanding, I can assure you I was delighted to receive your invitation. As far as I know, I came at the instance you set out, just as I went to OISE to hear the views of the people up there. I have no concern about that. I realize the position I have put forward is not universally popular, but it is one I believe in and it is one I hope to implement.

Mr. Hennessy: Thank you very much. We will have your staff member behind you to give you a pat on the back. I cannot reach you.

3:10 p.m.

Ms. Bryden: I wonder whether you really are ready to recognize that OISE is not just another post-secondary institution, that it has a unique role in this province as part of the general elementary and secondary education delivery. That gives it special status requiring special provincial concern that it should be adequately funded.

Before you made your decision to put the sentence in the budget about the transfer, did you consult with the Minister of Education? The role of OISE is very well expressed in this booklet on OISE and the schools--which was produced by OISE, of course--which says:

"OISE's relationship with the schools is a two-way affair. The schools serve as one of the chief laboratories in which OISE staff and students carry out their research. OISE learns from the schools. In turn, OISE communicates its research findings to the schools. The schools learn from OISE."

Did you consult with Mr. Conway about how your decision might affect the delivery of education at the elementary and secondary levels?

Hon. Mr. Nixon: "Yes" is not an adequate answer. We did not deal with it in great detail, but we discussed it before it was read to the House.

Ms. Bryden: Did he not have some reservations about it?

Hon. Mr. Nixon: He will have to speak for himself.

Interjection.

Hon. Mr. Nixon: I have told you he knew it was in before it was read, and that is all I am going to say about it.

Ms. Bryden: You mentioned in your first speech on second reading of the bill setting up OISE that you were concerned about the possible lack of stability because it was suggested that the degree-granting power should come initially only from the University of Toronto.

Hon. Mr. Nixon: That was 20 years ago.

Ms. Bryden: That is right, but there was no guarantee at that time that it would be renewed.

Hon. Mr. Nixon: The previous government did not see fit to change that particular relationship, for reasons that are not apparent.

Ms. Bryden: Your concern was lack of stability for the institute, and that stability is now very seriously threatened by the lack of permanent degree-granting power or long-term agreement. That is one of the situations that has developed since your announcement. The whole work of OISE is on hold.

Hon. Mr. Nixon: Oh, I hope not.

Ms. Bryden: Teachers do not know whether to look for further long-term employment. Students do not know whether to enrol. Staff, as Mickey

Hennessey points out, do not know whether their jobs are secure. The whole development of next year's programs is on hold until this uncertainty is relieved and until they know in what form OISE may continue. It seems to me you should be as concerned about the lack of stability now as you were in 1965, because you have it within your power and the government's power to end that situation of being on hold simply by recognizing that OISE is now ready for degree-granting status.

Professor McCormack Smyth made a very good case for it, as other people have. You yourself have recognized that OISE has greatly improved since its beginning. It is now recognized as a world-class institution and has overcome the initial criticisms.

Why would you not be prepared at least to put that part of the negotiations to rest by giving it degree-granting status, and then let negotiations continue about how the faculty of education and OISE can co-operate and work out better arrangements for a more efficient use of their facilities and possible savings in dollars? It would not cost anything to give it degree-granting powers. The institute is already there. It has an admissions section; it has an examination section. It could simply carry on, but not with these five-year renewal negotiations, which really leave it with no bargaining power because it does not have degrees and the university does have them.

Hon. Mr. Nixon: I have already expressed my views on whether OISE ought to have degree-granting powers, but I want to say something further. Let us assume--and this is a very great leap of assumption--that OISE becomes a part of the University of Toronto, as is my intention. I cannot really see that teachers and other students interested in graduate work in education would have to change their plans, unless somehow they had it fixed in their minds that they could not and would not attend an organization associated with the University of Toronto, which I do not think is very possible.

Mr. Hennessey and now you talk about people being laid off. I personally do not see that as a major threat, because the facilities for education research and advanced degree work will require the same support services, presumably, whether they are at the university or in OISE.

I have already indicated in rather persistent questioning that I am not prepared to say that because it goes into the University of Toronto, we can lay off lots of people and save lots of money. I do not believe that is so. I personally do not believe that jobs are in jeopardy. I think it is a red herring and is not worth raising, because I do not think it will happen.

You also mention the faculty. I can see no reason why the faculty members who are currently there, who must be tenured, would not be acceptable to the University of Toronto in spite of certain indications made publicly by the university in past years of its concerns about the quality of that education. I believe you said that has been worked out, and I believe that is so.

I simply cannot agree with you, Ms. Bryden, that any of those three areas are matters that should lead to uncertainty. I also would be very concerned if I felt that the actual work of the institute on a day-to-day basis were in any way impaired by this discussion or by any discussions going around with it. It will either stay as it is, which I do not favour, or it will become a part of the university, which I do. In either instance, the work of education research and post-graduate operation will continue.

Ms. Bryden: Would you not feel that there might be difficulties in recruiting a new director for OISE in the light of the fact that the persons being approached would not know whether their budget would be maintained, whether they would be able to carry on the mandate they now have or whether that mandate would be restricted?

Hon. Mr. Nixon: I cannot answer that. On a personal basis I would be surprised if there were difficulty in getting a properly qualified person to take on that job.

Ms. Bryden: In addition to stressing the need for stability--and we disagree on how that could be achieved before the September beginning of the new term--you also stressed the need for efficiency in spending. I am certainly not surprised by that. I have been able to observe you in the House as research director for seven years and then as member for 11 years, so for the past 18 years I have admired your tenacity on the question of saving the taxpayer's dollar and championing careful control of funding. There are not enough people who do that in the House.

I question whether you really are looking at the whole cost-effectiveness picture. Once OISE is transferred to the University of Toronto, it may cost more money because there will be losses in the efficacy of education delivery to the north and the rural areas unless the complete extension and regional office program is maintained. I know that you, coming from a rural area, must recognize how valuable that is. There is no guarantee that in any agreement--

Hon. Mr. Nixon: I have taught in the north and in rural areas. I used to teach in Sault Ste. Marie.

Ms. Bryden: Of course, you may have taught there before 1965--

Hon. Mr. Nixon: A lot before.

Ms. Bryden: --when you did not have the services of OISE.

Hon. Mr. Nixon: I do not know how we survived.

Ms. Bryden: You probably missed having that connection with educational research. There could be substantial losses in the efficiency of education delivery in the schools and substantial losses in the opportunities for our teachers being encouraged to upgrade themselves and to take higher degrees, because OISE may not be able to offer us the diversity of the programs it now offers.

3:20 p.m.

Hon. Mr. Nixon: I understand there have been a number of higher degrees offered by OISE. My figures are probably incorrect, but at one stage I believe almost a third of the post-graduate degrees approved by the University of Toronto were OISE degrees. I probably have that number incorrect, but it was a substantial proportion.

Ms. Bryden: Are you aware that, in a sense, it caters to more mature students, people who have taught for several years, that it admits students with perhaps lower qualifications than the university may require but whose experience makes up for that and that it is upgrading our whole teaching profession in this manner?

Hon. Mr. Nixon: I am aware that for advancement in the administration of the education system, an OISE certificate is required.

Ms. Bryden: It probably should be. If you gave it degree-granting powers, you would still have the control over its budget, because it would still have to come to you. However, if you transfer it to the University of Toronto, you transfer control over its budget to the university. Is that the way for you to effect efficiency and savings for the province?

Hon. Mr. Nixon: Actually, if I were a teacher or a staff member, I would prefer to be under the gentle ministrations of the board of the University of Toronto rather than under the direct control of the Treasurer of Ontario, if that is the choice. If they were to think about it, they would probably agree.

Ms. Bryden: The faculty of architecture decision has not yet been made, but the recommendation unsettles a lot of people. The pressure that the University of Toronto budget is under at present to effect savings, and its decision to cease funding the international institute, although it was only \$118,000, make people very uncertain.

Hon. Mr. Nixon: In that connection I want to point out that we do not want to interfere with those matters. I am sure it was a difficult decision, and probably it is a decision that is still under consideration, at least in some degree, by the University of Toronto. However, the Treasurer of Ontario is not telling it what to do. In this instance I am not setting a policy, nor do I want even to interfere in any way with the policy of the institute. I do want to put it under the direction of the University of Toronto in that regard.

On a point of order--and I do not want to review matters about who said what to whom--I am going to be meeting with the mayor and corporation of the city of Sarnia in Sarnia at five o'clock, and I am going to have to leave very soon. I am sorry about that. If it is necessary, I would be glad to return on another day.

Ms. Bryden: You may have to do that. May I ask one final question?

Hon. Mr. Nixon: Yes.

Ms. Bryden: Yesterday the chairman of the board of OISE, under questioning, more or less went through what was the bottom line for negotiations. It included the maintenance of OISE as an independent entity; if no degree-granting power, then a long-term 15- to 20-year agreement for degree granting; budgetary autonomy; programmatic autonomy, and a new and substantial relationship with the faculty of education.

If degree granting, either independently or in a long-term agreement, does not come through, can you see the possibility of any of those other things succeeding in the negotiations?

Hon. Mr. Nixon: I would not be a part of the negotiation. Probably my decision is a rather simple one. It does not interfere with the autonomy, the curriculum or its regional manifestations or emanations. It does, however, indicate that I, as Treasurer, would like to fund educational research through the University of Toronto, because the two institutions have respect for each other. In spite of what has been said, I know that this is true. They both have achieved a world-class reputation. They are across the street from each

other. The University of Toronto has a faculty of education, which has been truncated because of decisions made 20 years ago involving OISE. I believe it is a natural meld benefiting both.

However, from the point of view of the Treasurer, who is under substantial pressure to improve financing for post-secondary education--and I intend to do so to the best of my ability as a member of this government--I want to be satisfied that the dollars are spent effectively and efficiently. My judgement in that regard led me to announce the amalgamation of the two organizations. I am not quite in a position to say to you when that will occur.

Ms. Bryden: Your route does not guarantee budgetary autonomy for OISE or more money for the faculty of education.

Hon. Mr. Nixon: I can guarantee the dollars for education research.

Mr. Chairman: Mr. Nixon has asked permission to leave and indicated his willingness to return. We still hope to talk to Mr. Sorbara. We are still looking for some answers.

Hon. Mr. Nixon: What do you mean?

Mr. Chairman: Maybe you and he could return separately on the same day.

Hon. Mr. Nixon: That would be all right.

Mr. Chairman: It will be well rehearsed, I know. Thank you very much. So endeth the first chapter.

The committee adjourned at 3:26 p.m.

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STANDING COMMITTEE ON GENERAL GOVERNMENT

EDUCATION AMENDMENT ACT

FRIDAY, APRIL 18, 1986



STANDING COMMITTEE ON GENERAL GOVERNMENT

CHAIRMAN: McCague, G. R. (Dufferin-Simcoe PC)

VICE-CHAIRMAN: Dean, G. H. (Wentworth PC)

Guindon, L. B. (Cornwall PC)

Henderson, D. J. (Humber L)

Hennessy, M. (Fort William PC)

Knight, D. S. (Halton-Burlington L)

McKessock, R. (Grey L)

Poirier, J. (Prescott-Russell L)

Pouliot, G. (Lake Nipigon NDP)

Swart, M. L. (Welland-Thorold NDP)

Wiseman, D. J. (Lanark PC)

Substitutions:

Allen, R. (Hamilton West NDP) for Mr. Swart

Bossy, M. L. (Chatnam-Kent L) for Mr. Poirier

Davis, W. C. (Scarborough Centre PC) for Mr. Wiseman

South, L. (Frontenac-Addington L) for Mr. Knight

Clerk: Deller, D.

Clerk pro tem: Decker, T.

Witnesses:

From the Ottawa-Carleton French-Language Education Advisory Committee:

Roy, A., Chairman

Guindon, Father R.

Townsend, W.

Catterall, M., Vice-Chairman

Comtois, J. J., Executive Director; Regional Director, Eastern Ontario Region,
Ministry of Education

From the Ministry of Education:

Steele, L. W., Education Officer, Legislation Branch

LEGISLATIVE ASSEMBLY OF ONTARIO
STANDING COMMITTEE ON GENERAL GOVERNMENT

Friday, April 18, 1986

The committee met at 10:15 a.m. in committee room 1.

EDUCATION AMENDMENT ACT
(continued)

Consideration of Bill 75, An Act to amend the Education Act.

Mr. Chairman: We have a group appearing before us this morning. I am not sure whether we are to hear what you have to say or whether you are here to hear what we have to say. In any event we should have a worthwhile exchange.

It would be helpful if we could ask that the discussion be in English this morning. We do not have translation services for this, although we do have the transcripts of our earlier hearings in the language in which they were spoken and we will have the reverse before too long. If it is necessary that we have this meeting in French, we could do that also if you so wished.

As you know, we have been considering Bill 75 in three days in Ottawa and several in Toronto, Sudbury and London. These have been our stops so far. We hope to take a look at how minority-language education has been handled in Quebec towards the end of May. We are very pleased that you are here today to tell us of your work. I guess you are called an advisory committee, are you, at this point?

Mr. Roy: Some days we are called all sorts of things, but I think it is a task force or French-language advisory committee.

Mr. Chairman: Nothing has really changed. I can recall the same 10 years ago.

Mr. Roy: Except, I suppose, 10 years ago I used to do the name calling.

Mr. Hennessy: You got thrown out of the House.

Mr. Chairman: It is Friday and Albert is here. Whoever organized this must have forgotten that Friday is a bad day for you.

Mr. Roy: Yes, I am impressed by the attendance here; it is Friday and a nice day.

Mr. Hennessy: It is not like when you were here.

Mr. Chairman: Maybe for the record, Albert, you would introduce those who are with you today.

OTTAWA-CARLETON FRENCH-LANGUAGE EDUCATION ADVISORY COMMITTEE

Mr. Roy: Thank you. May I say, first of all, that we are all of us very appreciative that your committee has taken the time to have a dialogue with us on such short notice because we know that you are going to focus very quickly on the clause-by-clause of Bill 75. We thought it important that we exchange some views about the work that we are doing in relation to work that you are doing.

10:20 a.m.

May I first of all introduce my colleagues. To my right is Father Roger Guindon, who is a member of the task force. Father Guindon was the rector of the University of Ottawa for some 20 years and is one who brings a special aspect from many views to the problem we have. To my left is Bill Townshend, who is a former director of education in the Kitchener-Waterloo area and who has been involved in education for a good many years. We do not have enough time this morning to explain his full contribution, but his practical experience in the field of education is very helpful to our task force.

Further to my left is Marlene Catterall, vice-chairman of this task force and a longtime member of city council in the city of Ottawa. She brings a special contribution to our task force.

We have another member who could not be here this morning, Sue Braun, from Mickey Hennessy's way up at the Lakehead. She is on the board of education and is a former chairman of the board of education in that area. Most of our meetings are held in Ottawa. She is travelling back and forth and at the same time trying to fulfil her function as a teacher in a community college. She also sits on the board of education and is the mother of a number of a children. She is making quite a contribution to the community and the province. She apologizes for not being able to attend, but it was very difficult to orchestrate everybody for this Friday.

Maybe I should introduce Jean Comtois, our executive director. He was in charge of education for eastern Ontario from the Ministry of Education. Assisting Jean this morning is Murray Wood from the Sudbury area. He has absconded from the Ministry of Education. These are the members of our task force.

I am very grateful we are able to exchange views. What are the exchanges going to be? Is it for you to get our views or for us to get yours? We should have an open exchange. First of all, may I explain our mandate? When the minister announced Bill 75, he said he was going to set up a French-language school board in Ottawa-Carleton to start functioning, he hoped, in 1989. You can imagine that to set up a whole new school board requires some advice about all the complications and problems involved. This task force was created to inform the minister what the problems will be in setting up this French-language board.

Our mandate is relatively short. We are expected--and I do not know whether we will be able to meet the deadline--to report by the end of July of this year. Our mandate is to assist him in what has to be done to set up this board, for instance, who can go to school, which parents can participate, who can vote on the board, what is involved in setting up this board, the transfer of students and schools, etc. There are the problems of section 23 of the Charter of Rights, which I am sure you have had to look at in Bill 75.

Another aspect is the constitutional side, although the constitutional mandate is not part of the answer we have to give. We have to assume it will be constitutional. But if there is a problem, the minister wants to be advised of it. There are guarantees for Catholic schools in section 93; the Court of Appeal just ruled on them. That has to be kept in mind in setting up a French-language board. These are some of the things we are looking at.

There are currently four boards in Ottawa-Carleton and we also have to look at and advise the minister on the impact on the other four boards. Generally speaking, that is our mandate. The transfer of close to 18,000 or 20,000 students, more than 50 schools, and all the apparatus that follows with that, is going to have quite an impact on some of those boards, especially the Ottawa Roman Catholic Separate School Board and the Carleton Roman Catholic School Board. We have to advise the minister on that whole process.

To do so, we are cognizant that we have to keep the community involved in and informed of what we are doing. We have set up a process of consultation. We have already met with boards, trustees and so on, and are now in a process of public hearings, which have been going for only two days, so we have not had full input. There are probably more than 50 groups and individuals who will be making submissions to us on what they feel should happen in the area of this board.

I notice that you have finished your public hearings; so you may be in a better position to tell us about some of the problems relating to Bill 75, some of the submissions you have had and so on. You are more advanced in the process than we are. I hope this morning we can exchange views on some of the problems people have told you about, especially in Ottawa-Carleton. What happens, for instance, in the interim? If there is to be a French-language board in 1989, people will be voting for it in the fall of 1988. Bill 75 is going to apply, beginning January 1, 1987. What does that do to some of the boards in Ottawa-Carleton? I think you have had concerns expressed about that problem.

Without wanting to take up too much time, I want to give you an idea of what we feel is going to be the usefulness of the exchange. You should tell us some of your concerns in that area. Perhaps we can be helpful in telling you what we have been hearing, but I must advise you that we have not yet had the opportunity of getting briefs from the four boards involved. They have not come before us yet. You are possibly in a better position to give us some advice, and vice versa, at this stage of the game.

Maybe some of my colleagues can add to my opening statement. Is there something I may have overlooked in my comments?

Ms. Catterall: The only other thing I am interested in, if we are looking at any kind of interim solution, are the comments you may have heard about lack of separate school representation on the secondary boards and the whole relationship of Bill 30 to Bill 75. Things you have been hearing in other parts of the province with respect to French-language education may be helpful to us.

Mr. Chairman: Although we have not discussed it as a committee, one of the problems we are going to have in adding clauses--which we are not yet sure we can do--is that we heard very divergent views from people in all corners of the province, even in the predominantly French regions and in those with sufficient students to warrant the actions of Bill 75. We have a mix of opinions on what should happen, which is going to make our clause-by-clause discussion more difficult.

Mr. Roy: Yes, I imagine.

Mr. Chairman: Our job may be slightly more difficult because all you have to do is make recommendations; we have to try to present to the House a bill that is generally acceptable and meets the wishes of the three parties.

Dr. Allen is the resident New Democratic Party expert on this, and no doubt he will want to say a few things to you.

Mr. Allen: I do not know whether it is fine to say a few things. I presume that we are in a fairly open format here, a little different from most of the sessions we have held to date as a committee, in which we have principally asked questions and listened to people responding to them. I gather that we are going back and forth a bit on this one, and I think that is good.

10:30 a.m.

Let me also preface this by saying I recognize that you are in a very preliminary stage of your consideration. While there are many things we would like to have your observations on, you may feel very hesitant to prejudice future positions or reflections by expounding on them at this time. I appreciate that.

We are very much concerned, as you are, with the interplay of the three initiatives, Bill 30, Bill 75 and the French-language board, in Ottawa in the first instance, and more generally across the province in some other people's minds, although at the moment that is not the minister's stated intention.

To begin with, are there any assumptions at the moment by the commission with respect to whether the end result in Ottawa will give us three boards or five boards? I do not want you to define your position in that respect, but perhaps you could help us if you would tell us something about the play of debate on that question, as you have picked it up a little bit so far. What are the dynamics of the issue of five boards versus three? Can you talk about that to us?

Mr. Roy: What we are going to suggest in that area is something that we have to listen to. Maybe I can give the flavour, as I perceive it, and maybe some of my colleagues can put some refinement or some subtleties on it that are different from mine. By and large, with the creation of this French-language board, we end up with five boards.

There is a perception, or at least a gut feeling, around the city of Ottawa, where we have the Ottawa Board of Education and the Ottawa Roman Catholic Separate School Board which have both been on public record for a number of years saying, "If a French-language board is created, it appears to us that there should be an amalgamation of the Ottawa and Carleton boards at the public and separate levels."

That seems to be the position by and large of the Ottawa public and separate boards. In Carleton, they are vehement, at least at the public level. The Carleton Board of Education has said: "No way. We do not think there should be. We are a growing board. We do not have anything in common. We have rural people who do not have anything to associate with this urban crowd." The Carleton public board has said it is not much interested in that process. The Carleton Roman Catholic Separate School Board has said something that resembles that as well; that it is not too interested.

There is a situation where Ottawa has decreasing enrolment and Carleton, which is the doughnut around Ottawa, has increasing enrolment. We have to listen to that and make a decision. The Carleton public board is on public record that it take into consideration an amalgamation of the Carleton public and separate boards. Fat chance of that.

Mr. Chairman: Is that last year's chairman?

Mr. Roy: No. This is the present chairman, Dr. Hansen, who has gone public. We have to listen to that. Those are some of the things we are going to have look at. Some of my colleagues may have some subtleties to add to that. Other than saying that it is very difficult for us to say which way we should go, we cannot say it without having listened to them first. We say: "We have an open mind on this. Tell us what you think." It would be presumptuous as hell if we started saying, "I feel this way and this way," before listening to what they have to say. At this stage, it is very difficult for us to say what the score will be on all this process.

Mr. Chairman: Do you have anything to add, Father?

Father Guindon: Frankly, I do not know which way it is going to go. The perception I have, and I am almost an outsider in this, is that there is so much disparity among the boards and within the boards that something has to be done in order to get a greater degree of fairness and equity. For instance, where there are some very small schools in proximity--at one point there are a whole bunch of schools together and then sparse all around--something will have to be done to get a closer kind of co-operation among those four existing boards.

In Ottawa, the younger teachers have 17 years' experience and they have to lay off teachers. Carleton is hiring, but there is no co-ordination between the two. For the sake of teachers and for the sake of students, I think there has to be a better co-ordination than exists now.

Mr. Roy: For the sake of taxpayers as well probably.

Ms. Catterall: I would like to reflect what Bill Townshend and Sue Braun see constantly. They are quite amazed by the lack of co-ordination just in the use of school space, for instance, and the way in which we have a number of schools that are empty, border schools that are not being shared properly to the benefit of the students as well as the taxpayers.

With respect to the other element, and although it is very early in our hearings, we have heard twice now from people who are in favour of an umbrella board. I take that with somewhat of a grain of salt because both submissions have come from people related to the public education system rather than to the separate education system. One, in fact, comes from a group that is very strongly working for a public education system without the separate school component. None the less, I think generally there is a public perception that some kind of amalgamation is necessary.

Mr. Townshend: I think one of the major points that we try to keep in mind is that our first responsibility is to recommend a methodology for the creation of a French-language board. We would think it unwise if subsequent recommendations jeopardized the first, which is our prime responsibility. Some form of merging, whatever form it might take, might have a tendency to jeopardize the first being achievable. I think that is a point we must keep in mind. What is our prime responsibility in the task that has been given to us?

Bearing that in mind, however, we have to look at the practicalities, as we have been requested. On the impact of achieving the first, as Mr. Roy has already intimated, to remove the number of students that would seem likely, particularly from the Ottawa separate board, plus the Carleton separate board, it would seem to me we would be having to point out that a fewer number of students remaining in the English-language portions of those two boards might jeopardize the efficient operation of those two. Indeed, practicality might suggest the merging of those two, as difficult as achieving that might seem to be on the basis of reactions we have had already. In spite of those negative reactions, practicality might suggest to us that we would be wise to recommend some form of merging, such as I have described.

I think it is true, as intimated, it might be more achievable from our point of view at this stage to merge the two Carleton boards as opposed to the Carleton public and the Ottawa public, as strange as that might appear. I think that we have to keep in mind what our first responsibility is and not let any other actions we take jeopardize that first one. That is a point I would like to make at this stage.

10:40 a.m.

Mr. Allen: Am I right in thinking that, apart from the wishes of existing boards and groups of people, and in terms of numbers of students and the tax issue, those two are rationalized significantly by having two boards rather than five? Does the balance between the boards become somewhat more equitable, comparable, in those two terms?

Given the significant decline at the Ottawa Board of Education compared to the Carleton Roman Catholic School Board's rapid and massive increase in numbers, there is going to be a great disparity in the size and scale of the boards with respect to the accessibility of taxation and resources. Am I broadly right?

Mr. Roy: I have already heard figures bandied about. Let us say, Jean, that there was an Ottawa-Carleton board, both separate and public. How many students would there be? Close to 50,000?

Mr. Comtois: Yes, close to 50,000.

Mr. Roy: If you had an Ottawa-Carleton separate school board, you would have about--what, 30,000?

Mr. Comtois: About 30,000.

Mr. Roy: About 30,000? The francophone board would have--

Mr. Comtois: Close to 20,000.

Mr. Roy: Close to 20,000. That is the breakdown when you are looking at numbers.

If I recall, you have had submissions from some people at the Ottawa Roman Catholic Separate School Board, who say they are going to be devastated by the removal of the francophone segment. It is going to create great hardship; they are going to be left with a lot of pieces to try to put together. You can see what they are talking about. The Carleton Roman Catholic School Board does not feel the same way.

I might tell you another thing that we are doing, to give you the flavour of what we are looking at. In this whole process, we are keeping in mind the taxpayers of Ottawa-Carleton. The situation in Ottawa-Carleton is not unlike other situations mentioned in Ian Macdonald's report--situations in Hamilton, Windsor and possibly London. There have been terrible fights in trying to close inner-city secondary schools, and they are before the courts right now with an injunction prohibiting the closing of three high schools. The taxpayers have been watching this whole process, the difficulty of closing schools, the fight for schools out in Carleton.

We will be listening to the individuals who come before our task force. We hope to get a sample of what the taxpayers feel about this whole process of four or possibly five boards. Sometimes in this whole process you tend to forget the poor taxpayer who is sitting there. Bill 75 is coming at him, Bill 30, and then this French-language board.

To give you another interesting statistic, 60 per cent of the taxpayers in Ottawa do not have children in school. They start thinking, "I am paying taxes that I should not be paying." These are some of the things we want to grapple with. I hope we are being helpful to you, giving you the flavour of what is going on.

Ms Catterall: There is one question we have not answered, and I do not know if there is an answer to it. Is a board with 30,000 students better than two boards with 15,000 students each?

Mr. Townshend: As I understand the question, if one eliminates the traditional sentimentality and the political sense of vanity and looks at the efficient operation of school systems and sound planning involved in the operation of those school systems, the picture you painted of the merging into possibly three boards would, as you indicate, be very easily rationalized, much more easily than the opposite. As I understand it, some of the fundamental communications problems are the existing boundary lines which make sound planning rather difficult. From a standpoint of operation and planning, wisdom suggests some form of merging.

Mr. Allen: I am pursuing that line of questioning, partly because adding on French-language sections and the various paraphernalia and readjustments entailed will surely have to mesh with that process, which is either more or less complicated and may either exacerbate or help smooth certain problems in the future. One question is, of course, the number of boards that will be affected and what turmoil will result at the point where Bill 75 intercepts their prospects for the subsequent few years.

Do you have any observations on the difficulties you think would arise for the boards in question by the creation of the French-language sections for those four boards, given that they may experience some additional reorganization in the future?

Mr. Roy: Again, we have just had informal discussions with the four boards and some of the trustees. For some of those boards it would appear, and I can be corrected by some of my colleagues here, that Bill 75 will not be a big problem because they are almost operating in sections now.

For instance, in the Ottawa separate and the Carleton separate, the chairmen and some of their officers do not think it is going to be a big problem. The Ottawa public does not seem to think it is a problem either.

The Carleton public board has expressed some concern that it does not have the simultaneous translation facilities set up as some of the other boards have. Are we going to set up the whole process for something that will take place for only a year or so? It is concerned about the relatively small number of students. The Carleton public board is talking about fewer than 2,000 students, so it is wondering. Carleton presented a brief to your committee and, in talking to the elected representative of the people in Carleton and some of his flack people, there appears to be a consensus as to what could be done in Carleton to facilitate that interim period. I do not know if that responds to your question.

There is also a planning and implementation commission set up in relation to the transfer from the public to the separate. Did it not send out a directive to the board that, as far as francophone students are concerned, there should be no transfer, that in the interim period there would be a hold on?

Mr. Comtois: That could be.

Mr. Roy: I thought there was a suggestion by the implementation commission to that effect. I thought I saw something.

10:50 a.m.

Mr. Allen:: With regard to the en bloc transfer of French schools?

Mr. Roy:: They talked about en bloc transfers. With the help of the planning and implementation commission and a bit of goodwill in Ottawa-Carleton not only by the boards, but the francophone representatives, I hope there will be some interim measures, depending on what you suggest. You may have to look at your interim measures. There may be more problems in the Carleton public board than in any other area. That is my gut feeling.

Ms. Catterall: We did not get any opinion on that from the separate school board. Their feelings might be quite different. I am not sure about the Ottawa Board of Education. One dynamic there is the public school supporters of French-language public education. I suppose it is going on on the other side, too. I have been very aware of some jockeying for position. Some people want to get a French-language education council in place so that there can be some new schools to establish new programs. It is just one of the dynamics. I am concerned that the Ottawa situation is substantially different. The feelings there are different. It is complicated by the fact that the separate school trustees are being removed from the boards of education. In the Carleton case at least, that is removing any francophone representation.

Mr. Townshend: My observation would be that the one point of unanimity we appear to have, as we observe people, is that they are in agreement that there be a French-language board. As to how that is to be achieved, I do not sense any particular unanimity. However, in response to the question, if there were some way--and I appreciate the problem of this--the creation of such a board could be guaranteed in the time specified, then in general there would be less concern about moving into the implementation of Bill 75.

If there is not some greater assurance as to the ultimate creation of this French-language board, then the francophone community wishes something

concrete in the application of Bill 75 in its community. It is difficult to respond because if the one can be assured with some positiveness, the reaction to the implementation of Bill 75 would vary. They would like to believe that if there is going to be a French-language board, then the most streamlined the interim one is, the better. Their view hinges on the ultimate creation of the French-language board.

Mr. Roy: Let me just add one further point that may be a problem in the interim. That is in the area of special programs. An interim basis would require some co-operation and sharing of the purchasing of that type of special program. That is something else that should be given some consideration.

Can I turn this around and ask you if you have heard many concerns about the interim measures on Bill 75 from various people?

Mr. L. Guindon: Plenty.

Mr. Roy: From Ottawa?

Mr. L. Guindon: Not from Ottawa.

Mr. Roy: I have some idea of what they are.

Mr. L. Guindon: In the public boards, they lose all their power. There is no representation from francophones on the public secondary boards.

Mr. Roy: As far as Ottawa-Carleton is concerned on the interim things, have you heard something that I am missing or that we have not heard?

Mr. Allen: Probably nothing that you have not heard already. Are you speaking of the concept of the French-language education council and the way in which it would be constructed? It would be designed to cope specifically with the problem of the disappearance of the separate school trustees on public boards and, in particular, on those boards where trustees were substantially French participants on the board and were really the only existing or major participants in the governance of French-language schools as things stand at the moment. There was a great hesitation to leave that blank or that vacuum in the interval.

I am sure you are familiar with the way in which the minister has proposed to do it, which is by permitting those existing trustees to opt on to the French-language education council regardless of their number. The principal representation problem we have had with respect to that has to do with the opting on to the French-language section. In doing so, they presumably opt in exclusively to the French trustees' powers and opt out of the other part of the panel, which originally they were elected to be responsible for.

We have had some representation from parents in that regard, particularly in the Gloucester area and some of the eastern areas. We have had representation from trustees who feel very nervous about that; and boards have raised the question as to whether there is not a dereliction of electoral responsibility or even some legal problem entailed in the process. The ministry assures us that the legalities are not a problem, but clearly we have had some representations about that.

That is the only major concern we have had about the interim measures; however, my colleagues may wish to correct that.

Mr. Chairman, I will retire from my questioning at the moment. I may pick up later on some other issues.

Mr. Davis: All the public boards have had concerns that individuals who will have powers and be doubly elected will be placed on their boards. There are some mechanical concerns and some power concerns that they will operate in an independent unit, controlling the francophone education, and then have input into general budget items. That is creating some concerns which will hit the other sector.

I would like to ask you a question, although I know I will not get a definitive answer. It was my understanding when the minister made the statement, and in my reading of the various documents that came out the previous government prior to that statement, that the intention of the homogeneous boards in the Ottawa-Carleton area was that a francophone board of education would have control of its own destiny with respect to education. Since that time there has been controversy centring on the homogeneous school board and in respect to the ownership of that board. When we were in Ottawa-Carleton, I believe both separate boards that came before us indicated they would want control of the francophone board. They would be under the auspices of the separate school boards.

Ms. Catterall: Could I have a clarification? Did you hear that from the board as a board brief or from individual members of the board? That is a relatively important message.

Mr. Davis: School board briefs.

Ms. Catterall: Okay.

Mr. Davis: The dynamics of the issue--and I have to stand corrected by my colleague who knows the constitutional things--is section 93. We heard that section 93 takes precedence and it has to be guaranteed. We were trying to talk about a board--the francophone board--which would deliver programs for those who would belong to the separate system, or the Catholics and the non-Catholics. I do not think that was accepted tremendously well, if I can recall the debates.

11 a.m.

I would like to comment on that and ask you one other question. What is your feeling at this point with respect to homogeneous schools boards across the province in localities such as Sudbury and Cornwall, a model that would be very similar to the model I think you are going develop in Ottawa-Carleton and in other areas--probably areas from where you came, Bill--a greater regional board? I would like to hear what your comments are on this.

Mr. Roy: Perhaps I can respond, Mr. Davis, to the second question first. I think you know our mandate is limited to Ottawa-Carleton, but clearly the Court of Appeal in its 1984 decision did not rule on the question of a French-language board per se. It talked about francophones having jurisdiction and control over their schools and that possibly different models apply to different areas. That is obvious because of the numbers, the setup and whatever.

My sense of the process right now and the reason I think the minister proceeded in the area of Ottawa-Carleton only is that it was party policy. The francophones in Ontario, by and large, had advocated that Ottawa-Carleton seemed to be an area where it was certainly workable because of the numbers, the setup and whatever. The minister would like to proceed with a process whereby he sets it up there as a model and sees whether it is workable. If it is workable, then maybe you can look at other areas. I am not trying to advocate or propose government policy, but I think the reason it was limited to Ottawa-Carleton is that part of it was party policy and, second, that was what the francophones had been advocating, certainly up until the 1984 decision.

Obviously, the Court of Appeal decision applies all across Ontario. Personally, I have gone down to meet the directors of education, who had a meeting not too long ago in Toronto, and I know you people have had submissions that French-language boards be established in other areas of the province as a more workable model. The best we can say at this stage is that we would like to set something that works well for Ottawa-Carleton, which possibly could be a model for other areas, but is not necessarily copied because of the numbers or whatever.

Given the situation that we are limited to Ottawa-Carleton, we cannot go and suggest that it would be workable for Sudbury, Cornwall or wherever. We are limited by our situation, but we understand there is demand for it. Knowing how things progress in this province on the democratic basis, I suppose what happens in Ottawa-Carleton will be looked at closely in other areas of the province.

With respect to the other interesting part of your first question, that has been an interesting process as well. A high percentage of francophones are Catholics. Some people we talk to say the French-language board will be a Catholic board. Some pretty hard positions are being taken, not only by francophone Catholics but Catholics generally, who say: "It has to be a Catholic board or it will not fly. We have guarantees under section 93," and that sort of thing.

That is one view. Of course, there is going to be a fair percentage of francophones. The fastest growing area in Ottawa-Carleton is the francophone public side, which says it should be a public board. Some have fairly hard positions on that as well. They say, "No, you cannot create this board unless you give the section 93 guarantees." That is one thing that is clear. The reason is that there has been a decision in Quebec, as you know, where they tried to reorganize their school system on a basis of language without protecting religion. Even though the bishops in Quebec seemed to be favourable to the process proposed by the previous government in Quebec, the Superior Court of Quebec struck it down. It is quite clear, because of that decision, other decisions and the latest decision in Ontario here, that if you are going to set up a French-language board, there have to be guarantees under section 93 for the Catholics.

We are cognizant as well that in Ontario if you are going to set up a French-language board, there have to be guarantees for the Catholics under section 93. We are also cognizant that such a board is there to regroup the francophone community. If you do not have a board that caters to all the communities--not only to Catholics but those on the public side--the francophones on the public side will turn to the anglophone boards of education, demanding the provision of those services under Bill 75 or the Charter of Rights and Freedoms.

We have looked at different models. Under one model, the francophone board would be an umbrella board with two sections, one Catholic and one public. Trustees would be elected independently. Some things would be limited--for example, some of the things in Bill 75. Some things would be common to the two boards and some would be exclusive to each section. That is one of the models we have to look at. Does anyone have anything to add on that? I am doing most of the talking here.

Mr. Chairman: You are the chairman.

Mr. Hennessy: Albert, you have not changed a bit.

Mr. Dean: Our chairman does not do much talking.

Mr. Roy: Does your chairman do most of the talking?

Mr. Dean: Hardly ever.

Mr. Hennessy: No. He is asleep half the time.

Mr. McKessock: He will get you for that.

Mr. Allen: Have you at this point had any constitutional advice on section 93 as it applies to the concept of a bipanel board? The report entitled Constitutional Language Rights of Official Language Minorities in Canada, prepared by Pierre Foucher of the University of Moncton, seems to be quite clear in referring to Supreme Court decisions, which say that section 93 attaches to persons, not to institutions, i.e., to that class of persons cited in section 93. In other words, it applies to the Catholic community out there rather than strictly to the separate school system as a system, structure or institution. Have you had any further legal advice on that particular point?

Mr. Roy: We have had tremendously interesting constitutional discussions. We have met with Professor Peter Hogg of York University, a well-known constitutional expert, and Professor Gerald Beaudoin of the University of Ottawa, who wrote a book with Mr. Justice Walter S. Tarnopolsky. We have met John J. Cavarzan of the Ministry of the Attorney General. We have met on different occasions with Pierre Foucher, as well as with Michel J. Bastarache of the French common law section at the University of Ottawa.

My colleagues may correct me if I stray too far, but it would appear that most constitutional experts think this proposed two-section model would be okay; it would give sufficient protection to the Catholics. There are exceptions to that: John Cavarzan, and Father Raymond Durocher, who has very strong views on that, as Father Guindon and I know. In fact, the Ontario Conference of Catholic Bishops issued a statement not long ago which was perhaps distorted a bit by the press. It seemed to indicate that they felt that this board had to be a Catholic board. We have, however, met with Archbishop Joseph A. Plourde of Ottawa, and I suspect there is a bit more flexibility there, as long as the guarantees under section 93 are respected.

Most constitutional experts think that the model I talked about is viable, but there are exceptions to that. Did I put the views--

Mr. Chairman: Very well.

Ms. Catterall: Except that as a lawyer, you cannot say that. Traditionally, lawyers will not give you clear, cut and dried answers; they can give you only partial answers.

11:10 a.m.

Mr. Chairman: As predicted, the committee had to seek legal advice. Are you going to tell us why, Father? Please tell us why.

Father Guindon: One of the fundamental cruxes of this problem is finances. Unless this is resolved, there are going to be all kinds of other problems. Right now, the tendency to go to the public board is greatly enhanced by the fact that the public boards can afford to provide more and better services. The public boards are headhunters at this time. They are trying to attract as many students as they can. The situation is still fluid. As Albert Roy has indicated, the main concern of the bishops is to make sure that the rights according to section 93 have been absolutely secured. Even if the bishops did not want that, it is the law of the land. The bishops cannot even waive them.

Mr. Roy: As was shown in Quebec.

Father Guindon: It is the law of the land. Therefore, we have to try to find out how to accommodate both section 23 of the Charter and section 93. It ought to be possible to accommodate those two because even legislation is an evolutionary process. I am tempted to quote what Bill Davis said in 1984 when he decided to go--I have to be careful here. He was saying that the Catholics are a little frustrated at having their taxes based on an old thing and their education based on a new thing. There has to be an evolutionary process. I am sure Bill 75 is a step in that direction. Bill 30 will provide an equality of opportunity for all, for the francophones as well as the Catholics. We are gradually putting the pieces of the puzzle together and I am very confident we can find a way of adapting the two.

Mr. Townshend: Before we leave this aspect of the question, Father Guindon mentioned section 23, and I have read what Bill 75 has said as the definition of section 93. Can anyone in your group expand on the inclusiveness of section 23? To be specific, to what degree would students who had become fluent in French through immersion programs be inclusive in section 23? Has your committee taken any position on that?

Mr. Davis: Would you like a definitive answer from the ministry?

The ministry has stated that French immersion students do not qualify because of section 11 of the Education Act. I am still having a lot of difficulty with it. It is one of the turmoils we discussed, and Richard Allen has a different position than I do, so he should put his forward afterwards. The way I read it is that the French immersion parent or student can make application for that. Ministry officials still have not convinced me it cannot be done.

Ms. Catterall: It is really a question of whether section 11 of the Education Act can override the wording of section 23 in terms of education in the other language.

Mr. Davis: It has been explained to me three times and I still have a problem understanding it.

Father Guindon: That is not surprising.

Mr. Chairman: Mr. Allen, do you want to comment on that?

Mr. Allen: It is finally a matter for the courts to decide whether section 23 overrides specific provisions of this act. I cannot say definitively which way that will go. None of us here can.

The bill as it stands has a problem. Part of the problem resides in part XI. While the intent is to cover French-language instruction in the sense of instruction in French as a first language, nowhere in that part does it use that phraseology, "'language of instruction' means instruction in French as a first language." That causes some confusion. If you leave it unspecific, the emergence of the French immersion programs creates an anomalous situation for the French community. It appears to give all those people who are not Franco-Ontarians but who are buying into French for other reasons the right to become members of a cultural community to which, in proper fact, they do not belong.

My sense is that if the bill were amended, as the minister and the ministry have said, to indicate quite clearly that it resides fully under part XI, and if part XI is amended so that French-language instruction means instruction in French as a first language, then at least the problem internal to the act is coped with and the intent becomes pretty clear.

From that point on, in terms of the courts and section 23, whether that was really intended to be an override on what are French linguistic and cultural rights as distinct from French educational practice--

Ms. Catterall: What happens to an immigrant of a third language who chooses to become part of the francophone culture in this country rather than the anglophone culture? Is that first-language instruction?

Mr. Allen: If that person has opted for one of the two official languages, then he qualifies, ipso facto, by having made that choice. It may be that we need an additional amendment somewhere, perhaps to the part of the act which makes that unavoidably clear.

Mr. Chairman: Mr. Steele from the Ministry of Education is here. He was not here when we introduced everybody. I am not sure whether he can clear it up for us, but he is from the ministry and he will comment.

Mr. Steele: The minister drew to the attention of the committee on its first day of meetings that Bill 75 is written with the intent of referring specifically to French-as-a-first-language students, providing education for them and governance for that education.

In the bill, we refer to the authority of the French-language section of a board to govern the French-language instructional units operated by the board. Another part of the bill redefines a French-language instructional unit as schools or classes established under part XI of the act.

Mr. Allen has pointed out correctly that when you turn to part XI of the act, it refers to schools and classes where the language of instruction is French. It does not state that it is for students whose first language is French. We still have this quandary.

In our presentation to the committee, the ministry brought to the

attention of committee members the potential problem we have with the wording of the Charter of Rights and Freedoms. Section 23 of the charter speaks to those who receive their primary or secondary education in classes where French is the language of instruction. We feel this offers the potential source of the problem you have mentioned in that it may end up being challenged in court.

I have not seen the reports yet, but we have heard there has been a judgement on this in one of the other provinces where the court ruled that French immersion classes would not be within the meaning of section 23 of the charter. I look forward to seeing what the judge's argument was on that.

Although the intention of the bill is to deal with French as a first language, there is still this potential problem which might have to be solved by court cases here. We do not know.

11:20 a.m.

Mr. Roy: First, I think it would be important for the Ministry of Education to clear up its act--I mean part XI of your act. That would be helpful. As you know, regarding the charter, the final word rests with the courts. Obviously, if there is a conflict between a provincial statute and the charter, the charter takes precedence. That is the way the charter reads. On this issue, I think it is unlikely that any provincial government would try to exclude this section from the application of the charter.

The first step may be for the province to clear up what it means. Then, if somebody challenges it down the line, it will be up to the courts to interpret it.

There is a decision from New Brunswick which seems to suggest that section 23 rights refer to first language and not immersion. I just have a cursory summary of that decision. As Mr. Steele mentioned, it would be helpful to listen to what argument was put forward and the reasoning behind it.

Mr. Comtois: We will get a copy of the judgement and forward it to you.

Mr. Allan: Pursuant to that, I have already proposed a large number of amendments to this bill. They are being formulated and translated at the moment. Among them is a proposal that clause 258(1)(b) read, "'French-language instruction' means instruction in French as a first language," in the preliminaries of part XI.

Coming back to your question about third-language parents, one thing that will be helpful is not to leave vague the part in the bill that defines "French-speaking person" so that it refers out of the bill to another place but has all the definitions right there in the bill itself. It makes it much clearer for people to read this act and not go someplace else. We have had that recommendation from several places. I have worked on some wording on that.

When you come to the third part of the qualifications under section 23, where it says "...any of whose children have received or are receiving instruction in the French-language instruction unit as defined in part XI," if it now includes this other reference to French-as-a-first-language instruction as the purpose of that part, and if the third-language parent wishes his child to become part of the French cultural linguistic community in Ontario, he has to enrol his child in a French-as-a-first-language school. What one then has to provide is the opportunity to do that. This would at least ensure that this person, once he gets that foothold, is on the way in that direction.

Do you have any other observations about how one does that?

Mr. Roy: I agree with the first premise. Bill 75 talks about definitions and keeps referring to section 23 of the charter. I think your process is going to be helpful for us as well in our recommendations. We can go back and refer to the initiative taken by this committee on Bill 75 to define people who have accessibility to the rights under section 23. That is going to be very helpful for us.

The only other thing I can add, having discussed it with our constitutional people--I feel I am competent in a lot of areas in law, but once you get into constitutional areas, I refer much to others; we all have something to learn in that area--I think we are disposed to get an opinion on that. I think we will be asking for an opinion on section 23. We have discussed this with Professor Hogg, among others, and he has left a few question marks about that as well. Unfortunately, you will probably not have the benefit of that opinion until the bill is drafted and well on its way to discussion in the House. We are going to do that because it is of concern to us. We hope to get the best advice on that problem.

Ms. Catterall: One other thing arising out of this is access to schools. The trend in discussion of Bill 30 has done so much to open up access and not to leave it as a thorn in the saddle. Have you had any discussion along those lines with any of the groups who presented to you or have you given any consideration to it?

Second, like many people in the francophone community, I have some concern about the identification of electors and how well and carefully it is done. My question is about French-language advisory committees being elected with defined legal responsibilities and powers, yet a very fluid kind of system by which they attain those positions of public responsibility. Have you heard any concerns about that and do you have any way of dealing with it? On an interim basis, it will be very much whoever chooses to turn up at a public meeting.

Mr. Chairman: It is fair to say that practically every brief we received or everyone we heard from raised the problem of the identification of the electors. At this point we have not put our minds to what we would recommend; the same thing would happen with the FLACs.

I have forgotten the first point you raised.

Ms. Catterall: The question of access to schools.

Mr. Chairman: That is a Bill 30 item.

Ms. Catterall: It is and it is not. If you are giving separate school access to people who are not part of that class constitutionally and there is probably a need for the francophone schools to have relatively closed systems, how do you rationalize the two?

Mr. Chairman: Dr. Allen is telling you that his recommendation--and with respect, it is not the committee's at this point--to the committee will be that access is also opened up by identifying the immersion students as being eligible. I would not be surprised if a person, one or two generations removed, will get access through Dr. Allen's amendment. We have not addressed those issues yet. Dr. Allen may wish to comment on his own amendments. What I wanted to do is make sure that Dr. Allen was not speaking, at this moment, for the committee but for himself.

Ms. Catterall: I would like to sharpen my question on the FLACs. An informal process to elect advisory committees is one thing; an informal process to elect decision-makers is quite another.

Mr. Allen: As I understand the direction of the ministry with regard to Bill 30, we will probably end up with proposals from that source, if not from the other two parties, that open access a little more than Bill 30 does now and put it roughly on the same basis in the public and separate systems and let it go at that. Subsection 40(2) of the act governs that and appears to do it fairly acceptably. It raises a question on the intersection of that with Bill 75 and whether one does anticipate the same kind of simple access.

11:30 p.m.

When you talk about French-speaking persons and define all that, you immediately begin to limit who has access. The access around space provisions in the bill, which seems to be simple with regard to the separate and the public systems if they are rationalized in that way, would not apply without qualification to the French-language board. The ratepayers will be defined differently, the electors will be defined differently and the French-speaking persons with access to the system will be defined differently. That would qualify your access question.

Mr. Davis: The issue it will come down to is an issue that each party is facing in Bill 30: if they are publicly funded, should everyone have the right to go, understanding that when you go there, you are moving into an ethos in the francophone school that is perpetuating francophone culture; therefore the decision to enter is the decision the parent and child makes because that is the kind of educational issue they want.

I do not think it will be as simple as that. The Bill 30 issue on access was a concern that was constantly raised in the committee. As I understood the ruling of the courts--and I am not a lawyer--it said the francophone community should have determination of its educational system. That is a lot different from saying who has access to the educational system. A person going would know there is an ethos that surrounds it, as a person who goes to a Catholic secondary school understands there is an ethos about it.

That is the issue you have on the Ottawa-Carleton board where the francophones were non-Catholic. The Catholic francophones say, "We will provide for them within our system," by saying, for example: "We will make exclusions. They do not have to take religious education." But you are immersing the student in an ethos. We had a dialogue with a francophone person who did not want his child to go to the Catholic system no matter what kind of requirements you removed. That is the dilemma we have to look at as we deal with Bill 75.

Mr. Allen: The other part of that question had to do with the informality of the election of the interim French-language education council members. To the extent that it appears to be acceptable, it is only as an interim measure. None the less, speaking for myself, I have a problem with that. It does provide a pretty weak base on which to make decisions. If any of those decisions are called into question and are controversial, it does put the practice of the board in a very difficult spot.

I reiterate, it is not the approach of the committee but my own approach to Bill 75 is to strengthen it in a number of respects and to view it as a transitional measure towards a more ample form of French governance of

schools. It seems to me if one takes that point of view, some things follow. One is that the FLAC-style elections that are part of the process in Bill 75 should be done away with and they should be trustee-style elections, and the French-language advisory committees should be part of an extended French-language section.

In other words, they are part of that structure which advises the board that delivers the French services that the board to which the FLAC belongs purchases from. They should have input into that as a matter of course. They would not have voting rights directly on the providing board. That would have to come through the mechanics of the French-language section itself. But to strengthen all of that procedure and to get the whole community and structure in place so that the practices become familiar in every community around the province, we should be looking seriously at moving entirely across the board to trustee-style elections. That would then hold for the French-language education council people as well, on an interim basis, where they are necessary.

Mr. Townshead: Pursuing that a little bit, there has been only the one area, as we have mentioned, where the proposal for a French-language board has been identified and one we are involved in.

I wonder about the feasibility and wisdom of attempting to specify a special or exceptional approach to the implementation of Bill 75 where there has been a proposal for the French-language board and simplifying or streamlining that implementation while protecting such rights as representation for the francophone community. That would lead up to the establishment of the French-language board in consideration of the school boards that will have to go through that process.

Also, as mentioned briefly earlier, subsequent to the creation of a French-language school board, the determination of the access of any groups or individuals to Bill 75--and I do not know whether your committee has considered that--what would be the access, if any, to the rights within Bill 75 where in the community a French-language school board exists?

Mr. Chairman: As far as the committee is concerned, we started off hearing from the minister. He was aware that some points would have to be changed in the bill. However, we only listened.

To this point, we have had a notice of motion from Dr. Allen setting out various things he would do. You understand the political process well enough to know that was for advertising purposes in the interim, but that is fine. We all understand that. That is where we are now. We have not taken any time yet to consider clause-by-clause, but we welcome any points you might raise in the form of a question.

Mr. Townshead: I can see where a school board that has been party to the interim moves of the implementation of Bill 75, has led eventually, as Dr. Allen has indicated, to the creation of a French-language school board. Having gone through that process, if subsequently one of the existing boards involved again applies for the implementation of Bill 75, it would only be logical that would be of some concern to those individual school boards. I would be surprised if you had not heard from one of those boards down there anyway.

Mr. Chairman: The two major concerns that we heard are the election, the appointment or whatever of the FLACs, and the identification of electors. They were on everybody's mind as we went across the province. Those were the two main ones.

Each of us has some ideas as to what might be done--I would like to suggest some streamlining when we get into clause-by-clause--but we have not, as Dr. Allen has done, trotted those out there. Dr. Allen will no doubt have a second list when we get to that point. However, that is where we are at and any suggestions you have will be welcome. I think Father Guindon was about to say something.

Father Guindon: You just covered it. If you are going to have a new way of identifying electors and trustees, as it were, at least sort of trustees, rather than the FLAC operation, this is also one of our concerns. This should be done as early as possible because right now we do not know who they are. It will have to be organized in time, both for your implementation of Bill 75 and then for ours. What will have been done for yours is going to pave the way for ours. We find this an extremely important element.

11:40 a.m.

Mr. Roy: Bill Townshend raises an important point on that question. Your mind should focus on the point that if, in an area like Ottawa-Carleton, a French-language board is created and offers the services that are provided for under section 23 of the charter, you have to question at that point whether you would put the boards through a Bill 75 type of provision.

I think Bill is moderate in his approach when he says it would be a concern. It would be more than simply a concern, because I think it would be somewhat counter-productive and really divisive, not only among the anglophone community but also among the francophone community, because the purpose of a French-language board is to group them all together and offer the provisions of section 23. At the same time, they can turn around and ask for the provisions of Bill 75.

Mr. Allen: I gather what you are saying is that these operations have to be mutually exclusive.

Mr. Roy: It is a gut feeling.

Ms. Catterall: Maybe boards, in choosing to go with the French-language councils, are delaying, perhaps for a decade, the establishment of French-language school boards. I am going back to our discussions with some of the Carleton board people about the complexities and the costs involved in setting up an administrative structure to support the FLAC and then the section. Having done that, is there any incentive to move to a French-language board or have you gone through a costly stance that simply delays that or makes it less likely?

Mr. Allen: In that section where it excludes boards at the beginning of the bill, sections 258 and 259, where it says, "'board' means a board of education" etc., I wonder whether there should not be a rider which says something to the effect that a board which is facing imminent--it would not have to be imminent or perhaps you have to define imminent in terms of the space before the next school board elections or something of that order--reorganization to provide a French-language board would not come under the provisions of Bill 75 or could not simultaneously be under the provisions of Bill 75.

Ms. Catterall: There is that real conflict that we waited so long for control over our own schools we do not want to delay its implementation and yet that very impetus may delay the real entrenchment of very direct control through a board.

Mr. Chairman: That is a concern. Have you got the answer?

Ms. Catterall: I do not know the answer.

Mr. Davis: There was a concern as we moved through our hearings and the recurring theme was homogeneous school boards across the province, either regional or local. We did inquire a couple of times if the francophone community would be prepared to wait, if there was some understanding that, without Bill 75, we would move towards French governance throughout the province based on regional or local boards. There was hesitancy on their part because they have been waiting to this point.

I can see the problem you have, especially if you report at the end of July and your report is accepted. I can tell you of two school boards right now which will be jumping on September 1 asking for the same rights. One of them is Prescott-Russell. Prescott-Russell is unique in that it really needs its own royal commission to go in to look at it. There is no doubt about it. We have not been able to find any consensus on that. I do not even know if the regional boards are possible. We are going to go into Quebec and see how they have been handling minority language and see how they do it. It is a concern.

Mr. Roy: May I make one brief intervention here just so we do not mislead you in any way? It is in relation to interim measures of Bill 75 in Ottawa-Carleton. I said earlier there appeared to be three boards which did not seem to be particularly concerned about the interim measures. The Carleton public board made a proposal to you which is acceptable to the French-language advisory committee. I urge you to be careful in your proposal to exclude a board on the interim basis of an impending French-language board. The problem is apparently in relation to only one board. We do not want to mislead you into thinking all the boards in Ottawa-Carleton are throwing up their hands and saying, "Please absolve us from the interim measures of Bill 75."

May I raise another matter? Mr. Davis mentioned the question of capital and how we are going to exchange schools. We have thought of that. We are looking at it and have started preliminary meetings to find out the ministry's policy on that issue.

Mr. Davis: That is good. What did you find out?

Mr. Roy: We found out it was in a state of flux. It is changing.

We had a meeting with Dick Lawton last week and he told us there are various policies in the process of being changed. Their priority is focusing on transfers under Bill 30 between the public and the separate schools. They have not focused on what happens when they transfer from either the public or separate board to the French-language board. He will focus on it now, because we have met with him and we are anxious. It is a major problem in Ottawa-Carleton. We hope the policy that will be established by the ministry will be workable under Bill 30 and consistent for what we will have to do in relation to the French-language board.

We cannot be very helpful. All I can tell you, Mr. Davis, is that we have looked at it. We could see that if they used the old formula, for money and everything else, they would bankrupt the province when they start putting prices on these schools, the land and whatever. When you talk about massive transfers such as that, they will require a new formula. We hope there will be some consistent policy worked out.

I might add one personal note to the process. I have the gut feeling--and some of my colleagues do as well--that it may be easier to transfer French-language schools from the other four boards to the French-language board than, for instance, to transfer some of the public boards to the separate boards. The French-language schools are easily identified. They are all over. In talking with the various boards, they have not raised that. The chairmen have not yet said, "This is going to be a major problem."

I am sorry I cannot be more specific on that, but that is where we are.

Mr. Chairman: Would you explain a little more specifically where you are on that?

Mr. Roy: Mr. Chairman, are you impressed by my caution?

Mr. Chairman: Yes.

Mr. Hennessy: You have changed a lot.

Mr. Roy: A few years ago I used to be far more specific, was I not?

Mr. Chairman: Yes.

11:50 a.m.

Mr. L. Guindon: I agree on many points, but the most important one concerns enumeration and access. If we can pin that down, we will have many of our problems settled. Under section 23, if a person cannot sit on a French board, that should also reflect on the access of the children who want to get into French boards. What I am trying to say is that I do not think we should count immersion in that.

Also, if Bill 30 does not define access, and they do a number on the catholicity of a Catholic school board, if the Catholics decide they do not want that kind of system, what happens then? If we destroy the catholicity of the school board by opening up the access and not letting them discriminate on whom they want to hire and whom they want to teach, we will have another problem.

Mr. Roy: You are going to be in the courts on that, I would think.

The question of enumeration is an interesting one as well. I am not as familiar as I should be with Bill 75, but I take it there must be provision there for identifying voters in accordance with section 23. Is there?

Mr. Allen: Yes.

Mr. Roy: If that is the process, Mr. Guindon's point that identification is going to be more difficult than usual is a good one. It is going to be even more difficult in relation to a French-language board where you are trying to identify not only whether someone is a francophone under section 23 but also whether he or she will support the public or the separate school board under that provision.

We will suggest to the minister that this matter be considered quite early on and that there be an early enumeration. It is going to be a bit more sophisticated than it has been in the past to identify the people associated with the various school boards.

Mr. L. Guindon: And mixed marriages.

Ms. Catterall: And the ability of different children in a family to move into one system or another. A lot of parents these days are making different choices for different children at different times.

Mr. Roy: That is right, and that can make education very expensive. If they can make a demand under this or that section of the Charter of Rights and Freedoms, you might have to have a classroom for 10 people.

Mr. Davis: One of the questions we may face is the mixed marriage. It does not matter which spouse is francophone. They decide to send their child to the francophone school. The other parent, because he or she is not francophone, cannot have the right to vote for the trustee or the FLAC member.

Mr. Roy: I am sorry. Could you stop there? Would he not have a right? He would have a child in the school.

Mr. Davis: He is not francophone.

Mr. Roy: However, he has a child, and therefore he qualifies.

Mr. Davis: He qualifies?

Mr. Roy: Yes.

Mr. Allen: He does.

Mr. Davis: Good. That helps me. As long as his child is there, he has the right to vote.

Mr. Roy: As I read section 23.

Ms. Catterall: This raises the question of a mixed marriage that chooses to support the francophone system of education, or of the 60 per cent of Ottawa voters who do not have any children in the schools who want to support that education system. For whom can they vote? Can it be decided on the basis of where they direct their taxes, as it now is with separate school supporters? It is a good question.

Mr. Allen: At the moment, you cannot split your taxes. The couple has to make some arrangement between themselves. There have been various private members' bills--I think the member for Sudbury East (Mr. Martel) has one before the Legislature right now--trying to get at that question, but that is the way Bill 30 is set up.

The way in which you get access to alternative systems is by way of requesting the service, being granted it, and having the purchase of service from the board to which you pay your taxes.

Ms. Catterall: Have you had any submissions or thoughts along the lines that perhaps we should be directing the tax money not according to how people designate it but according to where the children are in the system? That is a revolutionary idea, I know.

Mr. Allen: It has been done. Saskatchewan does it that way between the public and separate systems. To date, the ministry has rejected that option as being less rational for a number of other reasons and partly, I

think, to satisfy concerns about preserving the Catholic base of the separate school system among the electors. There are examples of it functioning in that fashion in Canada; it is an alternative model that can be looked at.

I would imagine that the logic of the way in which things are structured under Bill 30 and under the Education Act to date would not give one much hope that we would be moving in that direction. Therefore, you would end up with a very defined body; to get out of it, you would purchase your service one way or another, if you were not elected into one or another of those enumerated groups.

Ms. Catterall: I think it would be helpful for us to know, as soon as your committee wrestles with it, how you are going to deal with this problem of a mixed household. Both taxpayers--let us not deal with parents--may not have section 23 Charter rights; one may have. They may, none the less, choose to support that system. Does supporting the system through taxes give them the voting right?

Mr. Allen: There is a problem. Part XI does say that if one member of the household is francophone, the access is there, but it does not deal with the problem of two people who wish to see their taxes go in different directions. That dispute remains unresolved.

Ms. Catterall: It goes to the heart of qualification for a trustee, qualification for admission, qualification to vote.

Mr. Roy: May I ask what your time frame is, so that we do not impose?

Mr. Chairman: There is always a reason for a question like that. I could turn it around and ask at what point we start imposing on you.

Mr. Roy: My executive director, who really runs the show, says we have to leave at 12, 12:10, or 12:15 p.m.

Mr. Chairman: Very well. There are a couple of things I would like to say. You now have the Hansard and you have everything there that was expressed to us by boards, teachers and citizens as we went around considering this bill. No doubt your staff will want to make a compilation of the points made. Mr. Steele will be doing the same for us, and ours can be shared with you.

I recognize the problems there may be in Stormont, Dundas and Glengarry. Although it is not for me, as a legislator, to say, one thing that ran throughout the presentations we had was that, whatever your recommendations turn out to be in Ottawa, it would seem fairly important to most of them that it be considered a pilot project. That was raised with us several times. I mentioned the one that may not agree with that.

The onus for identification of electors is going to be a dandy and I am not sure how we handle that one. Provincial enumeration is handled by the Ministry of Revenue. Whether school boards or the persons themselves are going to have to get into it more is a very difficult problem and needs some kind of implementation plan which we cannot put in the legislation. I guess we can think it out a bit as we go through the bill.

12 noon

You keep talking about the speed with which we are going to get this

done. I do not know how fast that will be, because there is the whole area of conflict, or whatever it is, between Bill 30 and Bill 75. The die does not seem to be cast as to when we will finish consideration of those. I presume we will not be starting clause-by-clause until late May, if not early June.

Mr. Roy: On this bill?

Mr. Chairman: We may have to do it quickly. I have no idea, but just to give you some sense of where we are, the House comes back on Tuesday, April 22. Then the committee schedule has to be set up and this is our last meeting before we get our committee schedule. We propose going to Montreal and Quebec City on May 22 and 23 to look at the things they have done with minority-language governance. We still have another report to write between April 22 and May 22 and probably only one or two sittings at the most, so I do not know where we are at.

The reason for mentioning all that is we might want to meet with you again and we probably would do you the courtesy or discourtesy, whatever way you want to put it, of going to Ottawa to see you. Or do you like to come to Toronto?

Mr. Roy: We are open to that. I see the nods going on around here. This will be closer to the summer months. Surely you will want to come to Ottawa.

Mr. Hennessey: We will go to see you.

Mr. Roy: That is right and we would be very pleased. I was under the impression that you were going into clause-by-clause very shortly.

Mr. Davis: We were, except that we asked all delegates who came before us what was most important for them to have us address first, Bill 30 or Bill 75. One of the problems we have is that Richard and I are on the standing committee on social development and ultimately we decided to do Bill 30 before Bill 75. They do impinge on one another, especially when you talk about en bloc transfer and with the planning and implementation commission coming out with the new guidelines that allows a public board to retain its francophone component if it can deliver the service. Then I think you have to deal with Bill 30 before dealing with Bill 75. That is what happened.

Mr. Chairman: To put it in the right context, there have been discussions along the lines that Mr. Davis mentions but, to tell you something you probably already know, the present government is having certain difficulties--and I presume any government would--with amendments to Bill 30 and amendments to Bill 75. As a committee, we would have been ready to have clause-by-clause consideration this week, but the ministry was not ready. It really is not in our hands to determine Bill 30 versus Bill 75. It is more in the ministry's hands and it has its hands full.

Mr. Roy: That information is helpful, because we may be closer to focusing more specifically on some of those issues we talked about in a few months.

Mr. Chairman: This all goes on the record. A few months is a bit optimistic. I would not want to say it would be a few months.

Mr. Roy: We will be finished the public hearings in a month, by mid-May.

Mr. Chairman: That is the right context.

Mr. Roy: May I ask another quick question? Have you focused your mind or looked at the exclusivity of powers that you are going to give under Bill 75 to the francophones and what you are going to leave with the rest of the board? Has that been looked at at all?

Mr. Chairman: The answer is we have listened. Looked, no.

Mr. Roy: If we are talking about the nature of this board, it is going to be helpful to us if we had a precedent to look at in terms of what should be specific or exclusive to one board. Let us say you are talking about a francophone board with two sections, the Catholic and the public. What is common and what is exclusive is something we are going to be looking at. Have you focused your minds on something such as that between the French-language component and the rest of the board? You are saying you have looked at it.

Mr. Chairman: We have listened and not looked. You have the same opportunity we have to establish some precedents and we look forward to what you do.

Thank you very much for coming.

Mr. Roy: Thank you for giving us your time. You have been very gracious. I was impressed by the attendance here but I notice that one of the ways you subtly got everyone here is that you are handing out yellow envelopes this morning. That might have something to do with it.

Mr. Chairman: We do not have one for you.

The committee adjourned at 12:06 p.m.

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